

APR 1 1949

The BUSINESS EDUCATION WORLD

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No. 8
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APRIL

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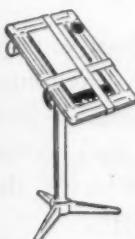
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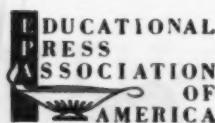
The
**BUSINESS
EDUCATION
WORLD**

VOL. XXIX No. 8

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This magazine is indexed in *The Business Education Index* and *The Education Index*.

Work-Study for Teachers

Trends in Business Education—VII

IF YOU could clip from business-education magazines every article published in the past two decades on the subject of job experience for business teachers, you would have a mountain of paper. If you could sort your clippings into two groups—those stressing and those denying the importance of occupational experience—you would still have just one mountain, for nearly everyone recommends job experience.

But, if you reshuffled your clippings again and arranged them in terms of what the authors talk about, you would uncover a trend: *the importance of work experience has been accepted; the discussions now deal with how rather than why.*

An evolution in our thinking on this problem through the years is discernible. How far have you come? Test yourself. With which of the following statements do you agree (assuming that the work experience referred to is definitely linked to the subject area taught by the individual teacher)?

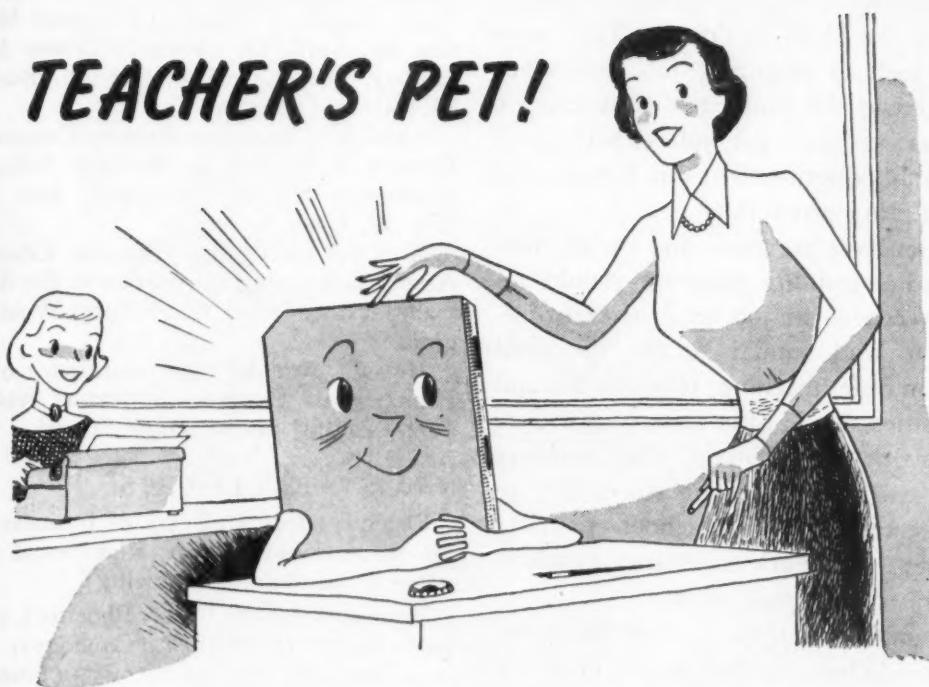
1. Business teachers become better teachers when they get work experience.
2. Business teachers are likely to be better teachers if they have had work experience.
3. Business teachers ought to have occupational experience so that they can teach more confidently and competently.
4. Business teachers ought to be required to have work experience before winning promotion to supervisory ranks.
5. Business teachers ought to be required to have work experience before teaching licenses are made permanent.
6. All business teachers ought to be required to have job experience.

If you have a record of job experience yourself, you will doubtless agree with each of the foregoing statements. If you are a teacher trainer, an accreditation officer, or a teacher who has not had occupational experience, you will probably agree with the first three statements and possibly the fourth.

It is when we reach the word *require* that we hesitate and hedge. The significant thing that stands out in an inspection of the literature is this: we have reached the "require" question. The trend has passed the "desirable" and "recommended" levels; it is now verging on the "require" level.

Some school districts—New York City is a notable

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example—now require new applicants to have had some work experience. More districts are likely to do so. The stumbling block to requiring job experience is of course the problem, "How can we business teachers get job experience?" It is to this question that our literature is now offering answers.

The answers are many and varied: that the teacher-training program should include a course in job experience in addition to and similar to the universal course in cadet teaching; that colleges and universities should offer courses in supervised work experience;¹ that teachers should work in offices or stores during their summers; that school districts should evaluate work experience as added academic credit; and so on.

The important thing is that the trend is clear. When we discuss the *how*, we are beyond the *why* stage. We are approaching the requirement level.

¹ Many institutions are offering earn-while-you-learn courses this summer. General idea: the school helps you get a summer job (at which you work full time and for regular pay) and provides both supervision and seminar-type classes. Graduate credit, some income, and job experience are thus gained at one time. Write to schools in which you are interested and inquire whether they are offering a course in "Directed Work Experience."

Professional Report

FOR YOUR CALENDAR

April 8-9: Annual Business Education Clinic at Indiana State Teachers College, Terre Haute.

April 11-12: California Business Education Association annual spring convention at the Hotel Roosevelt in Hollywood.

April 14-16: Fifty-second annual convention of the Eastern Business Teachers Association, Hotel New Yorker, New York City.

April 14-16: Mid-Western Business Schools Association convention, Fontenelle Hotel, Omaha, Nebraska.

April 22-23: Eighth annual Business Education Conference at the Woman's College of the University of North Carolina, Greensboro.

April 29-30: Pennsylvania Business Education Contest and Clinic at Bloomsburg State Teachers College. Entrance blanks, due by April 15, obtainable from R. G. Hallisy, Director of Instruction, Business Education Department.

April 30: Mountain Empire Commercial Contest, to be held at Henager School of Business, 45 East Broadway, Salt Lake City 12, Utah.

May 6-7: Tri-State Business Education Association spring convention at the Stone-wall Jackson Hotel, Clarksburg, West Virginia.

May 7: Annual state conference of the Pennsylvania Business Educators Association, Reading Senior High School.

NEW STATE OFFICERS

Recently elected officers of business-education sections of state educational associations include the following:

Arizona. ROBERT BELL (Phoenix), president; RUTH D. MILLER (Coolidge), vice-president; and RALPH C. ASMUS (Phoenix), secretary-treasurer.

Western Illinois (new organization). LEROY J. DONALDSON (Galesburg), president; DR. FRANCES WHITEHEAD (Macomb), vice-president; ESTHER R. SCOTT (Monmouth), secretary-treasurer; and DR. CLYDE BEIGHLEY (Macomb), chairman of the executive committee.

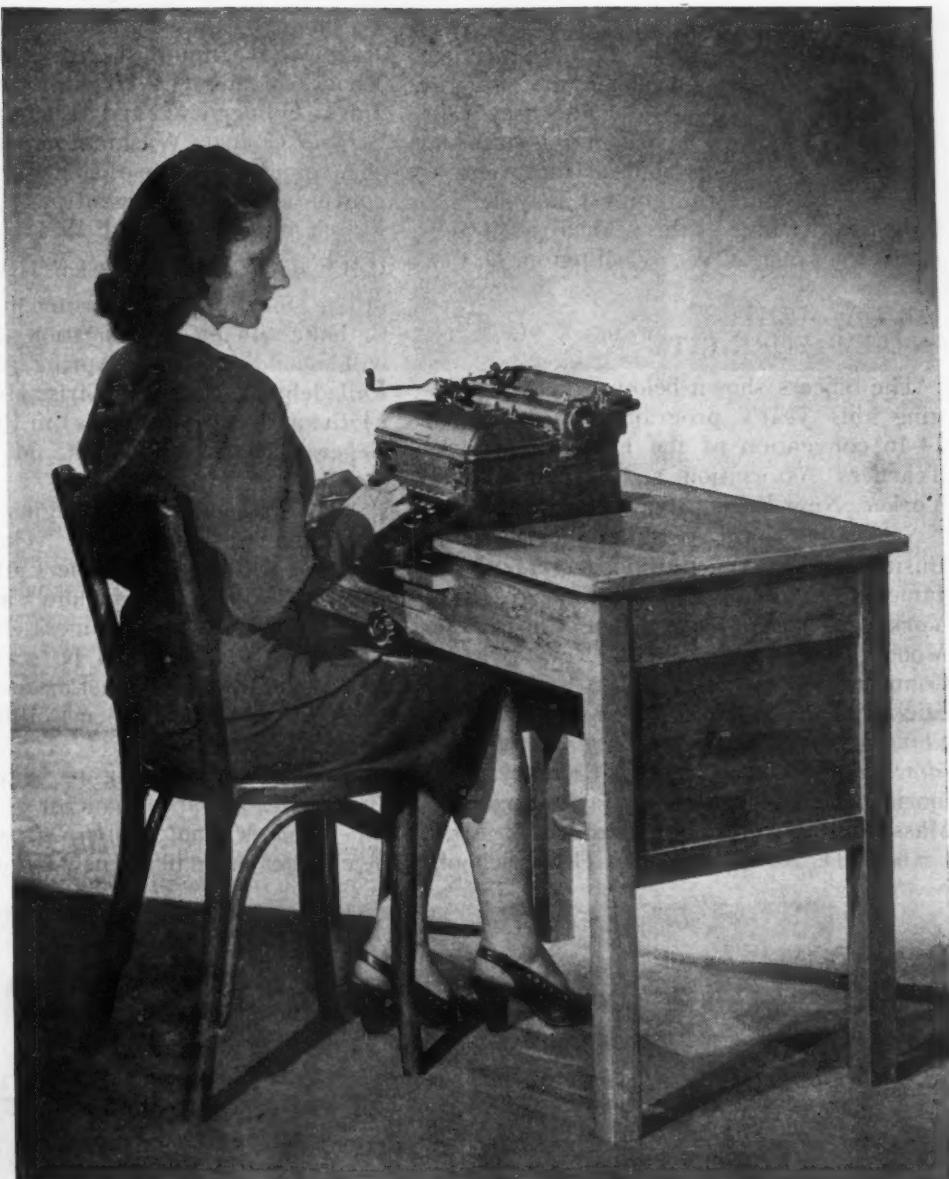
Kansas. HAROLD L. ROYER (Emporia), president; ELMO A. BETTEGA (Wichita), vice-president; JOHN N. PAYNE (Hutchinson), executive secretary; and LODA NEWCOMB (Lawrence), secretary-treasurer.

Kentucky. DAVID C. McMURTRY (Lexington), president; ELIZABETH DENNIS (Lexington), vice-president; MARGARET BOAZ (Princeton), secretary; and SISTER GRACE MARIE (Louisville), treasurer.

Pennsylvania. KERR MILLER (Williamsport), president; WALTER S. RYGIEL (Bloomsburg), vice-president; EDITH R. FAIRLAMB (Reading), secretary; MARGARETE GORBACH (Greenville), editor of PBEA News; and PHYLLIS ZEIGLER (Huntingdon), program chairman.

Wisconsin (Business Education Section). ARTHUR A. HOOPS (Green Bay), president; and HERBERT SIMON (Appleton), secretary.

Southern Wisconsin. ELMER TERWEDOW (Beloit), chairman; and DOROTHY ONSAGER, secretary.



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Full details of the contest may be obtained by writing to the Council (839 Seventeenth Street, N.W., Washington, D.C.).

E.B.T.A. MEETS IN NEW YORK CITY

The officers shown below, who are planning this year's program for the April 14-16 convention of the Eastern Business Teachers Association at the Hotel New Yorker, New York City, are as follows:

Seated—Bernard A. Shilt, Supervisor of Business Education, Buffalo, *secretary*; Dr. James R. Meehan, Hunter College, New York City, *president*; Ellen C. Talcott, Moody Secretarial School, New Britain, Connecticut, *vice-president*; and Rufus Stickney, Boston Clerical School, *treasurer*. *Standing—members of the Board of Directors*: Walter E. Leidner, Roxbury Memorial High School for Boys, Roxbury, Massachusetts (retiring president); Mrs. Frances D. North, Western High School,

Baltimore; Clark F. Murdough, president, Edgewood Junior College, Providence, Rhode Island; Dr. Helen Reynolds, New York University; and Elgie G. Purvis, Strayer College, Washington, D. C.

A complete outline of the program for the convention was given on page 398 of the March issue of the B.E.W.

C.B.E.A. IN PHILADELPHIA

The fourth national convention of the Catholic Business Education Association will be held on Friday, April 22, at the West Philadelphia Catholic Girls High School (45th and Chestnut Streets) in Philadelphia. General chairman is SR. M. FIDELMA, O.S.F.

A diversified program begins at 10 a.m. with panel discussions on "The Place of Consumer Education in the Catholic High School Business Curriculum" and "Collegiate Problems in Business Education." After lunch, which will be served at the school, there will be panel discussions dealing with guidance problems on high school and collegiate levels.

At a general meeting to begin at 3:15, CHARLES E. ZOUBEK, coauthor of the *Gregg Shorthand Manual Simplified*, will review the changes made in the new *Gregg Manual*.



Officers of the Eastern Business Teachers Association



Harold Ostrem



George M. Davey



Ray Abrams



Penn S. Spangler

NEW MINNESOTA SUPERVISOR

HAROLD OSTREM has been appointed supervisor of business and distributive education in the Minnesota State Vocational Division, succeeding Floyd J. Lueben, who is now with the State Department of Business.

Mr. Ostrem received degrees from Luther College and Colorado A & M College. For the past ten years he has been co-ordinator of vocational education in Mankato, Minnesota.

GREGG APPOINTMENT

GEORGE M. DAVEY, McGraw-Hill representative (Technical and Business Education Department) in the Middle Atlantic states for the past seven years, has transferred to the Gregg staff. He now represents Gregg in New Jersey.

Mr. Davey earned his bachelor's degree at Dickinson College and his master's degree at the University of Pennsylvania. He has been a staff member of the Wharton School (University of Pennsylvania). For several years he was a trust adviser at the Chase National Bank.

Mr. Davey has been active in many business-education organizations, both in talking before meetings and in writing for their publications. His most recent article is published in this month's issue of the B.E.W., page 476.

HONORED

PHILIP D. WAGONER, chief executive of Underwood Corporation, recently received the honorary degree of Doctor of Engineering from Stevens Institute of Technology. *Side light:* When Doctor Wagoner graduated from Stevens in 1896, he prepared a *typewritten* thesis—possibly one of the first educational documents to be typed.

In the talk following his citation, Doctor Wagoner said, "Every graduate should know how to use a slide rule, how to write shorthand, and how to write on a typewriter."

BEREAVEMENTS

• DR. PENN S. SPANGLER, retired president of Duff's-Iron City Business College in Pittsburgh and nationally known leader in business education, died a short time ago.

Doctor Spangler became president of Duff's Business College in 1906. In the decades that followed, he helped merge the school with Iron City, Curry, and Boyd Business Colleges, and the Martin Shorthand School, continuing as president of the combined institution. He has been a past president of the EBTA, NAACS, and the Tri-State Business Education Association. He was well known in Pittsburgh for his civic activities. He received an honorary degree of Doctor of Laws from Grove City College.

Doctor Spangler is survived by his widow, Mrs. Mary Taggart Spangler, 422 Forest Avenue, Bellevue, Pennsylvania.

• MISS RAY ABRAMS, internationally known business-education leader, died on February 2 after a long illness.

Miss Abrams was principal of the famous Maybin School in New Orleans, heading both the division for veterans and the Import-Export Institute. She organized the first commercial high school in New Orleans. Her contributions include a book, *Business Behavior*, and articles in nearly all professional journals. She served New Orleans schools for forty-one years. She is survived by her mother, Mrs. Sam Abrams, 8117 Cohn Street, New Orleans.

Announcing the new

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GREGG SHORTHAND MANUAL SIMPLIFIED FUNCTIONAL METHOD

Alternative first-semester book for classes conducted by the Functional Method approach. Parallels Basic Manual, lesson by lesson. Theory completed in 45 lessons. Teacher's Manual and text both available. By Leslie and Zoubek.

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The second-semester, skill-building text, used by both Functional Method and Basic Method students. Eighty lessons, carefully planned for periods of 40 to 50 minutes. Teacher's Manual and text available this month. By Leslie and Zoubek.

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For the first semester, two alternative books are ready: one for Functional Method classes and one for Regular Method classes. These two books are ready now. There is one second-semester book for use by all classes; it will be ready this month. A completely new dictionary will be available next month.

The texts for the second-year shorthand program will be ready in the near future, before they will be needed by students who begin using the new texts this September.

A complete review of the nature and reason of each change is given in a booklet, *A List of Changes in the New Gregg Shorthand Manual*, a copy of which may be obtained by writing to the nearest office of the Gregg Publishing Company.



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Summer School Directory

(A Supplement to this Directory will be published in May.)

ALABAMA

STATE TEACHERS COLLEGE, Florence. May 31-August 12. Dr. F. E. Lund, Dean; William A. Richards, Department Head.

UNIVERSITY OF ALABAMA, University. Two terms: June 13-July 22; July 25-August 26. C. E. Williams, Director.

ARKANSAS

STATE TEACHERS COLLEGE, Conway. Two terms: June 5-July 9; July 10-August 11. C. C. Calhoun, Director; Mrs. Ona Wachendorf, Department Head.

UNIVERSITY OF ARKANSAS, Fayetteville. Two terms: June 6-July 15; July 18-August 26. Dean Henry Kronenberg, Director; Narree Murphy, Department Head.

CALIFORNIA

SAN DIEGO STATE COLLEGE, San Diego. Two terms: June 20-July 29; August 1-September 2. I. N. McCollom, Director; Dr. W. H. Wright, Department Head.

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SAN JOSE STATE COLLEGE, San Jose. July 5-September 3. Dr. Raymond M. Mosher, Director; Dr. Earl Atkinson, Department Head.

UNIVERSITY OF SAN FRANCISCO, San Francisco. June 27-August 5. Father Paul J. Harney, S.J., Director; R. C. Hall, Dean.

COLORADO

ADAMS STATE COLLEGE, Alamosa. June 22-August 17. Arthur S. Wellbaum.

COLORADO STATE COLLEGE OF EDUCATION, Greeley. June 27-August 19. Dr. William R. Ross, President; Dr. Kenneth J. Hansen, Department Head.

UNIVERSITY OF COLORADO, Boulder. Two terms: June 16-July 22; July 25-August 26. Elmore Petersen, Dean; Helen B. Borland, Department Head.

UNIVERSITY OF DENVER, Denver. Two terms: June 20-July 22; July 25-August 26. Dean Lloyd A. Garrison, Director; Dean Cecil Puckett, Department Chairman.

WESTERN STATE COLLEGE OF COLORADO, Gunnison. Two terms: June 6-June 17; June 20-August 5. Dr. N. W. Newsom, Director; H. E. Binford, Department Head.

CONNECTICUT

TEACHERS COLLEGE OF CONNECTICUT, New Britain. Two terms: June 27-July 29; August 1-September 2. Walter Adamson, Director; Dr. Albert Mossin, Acting Chairman.

UNIVERSITY OF CONNECTICUT, Storrs. June 27-August 6. A. L. Knoblauch, Director; Frank H. Ash, Department Head.

DISTRICT OF COLUMBIA

AMERICAN UNIVERSITY (College of Arts and Sciences), Washington. Two terms: June 6-July 23; July 25-September 13. Dr. Samuel Engle Burr, Jr., Director; Dr. John E. Bentley, Dean.

CATHOLIC UNIVERSITY OF AMERICA, Washington. June 27-August 6. Dr. Roy J. DeFerrari, Director; Dr. Paul J. FitzPatrick, Department Head.

FLORIDA

FLORIDA STATE UNIVERSITY, Tallahassee. Two terms: June 16-July 23; July 25-August 26. Dr. J. Frank Dame, Director.

JOHN B. STETSON UNIVERSITY, DeLand. June 20-August 19. Edward C. Furlong, Director and Department Head.

UNIVERSITY OF FLORIDA, Gainesville. Two

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July 18-22. For high school teachers. Staff: Louis A. Leslie, W. W. Lewis, and others.

August 1-5. For private school teachers. Staff: Charles E. Zoubek, W. W. Lewis, and others.

These special one-week seminars replace the longer summer-session classes formerly held for teachers. Registration fee is \$5. Each seminar will include not only an orientation in Gregg Shorthand Simplified but also a review of teaching methods in typing and transcription.

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PAUL M. PAIR, DIRECTOR

THE GREGG COLLEGE

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terms: June 13-July 23; July 25-August 13. Joseph B. White, Director; John H. Moorman, Department Head.

GEORGIA

GEORGIA STATE COLLEGE FOR WOMEN, Milledgeville. Two terms: June 15-July 22; July 22-August 27. Donald MacMahon, Director; Dr. Donald C. Fuller, Department Head.

GEORGIA TEACHERS COLLEGE, Collegeboro. Two terms: June 8-July 16; July 18-August 25. Cameron Bremseth, Chairman.

UNIVERSITY OF GEORGIA (College of Business Administration), Athens. Two terms: June 13-August 2; August 3-August 31. James E. Gates, Director; Geneva Watkins, Department Head.

IDAHO

IDAHO STATE COLLEGE, Pocatello. June 15-July 27. Bluford F. Minor, Director; H. C. Goggins, Department Head.

UNIVERSITY OF IDAHO, Moscow. June 13-August 6. J. Frederick Weltzin, Director; Opal H. DeLancey, Department Head.

ILLINOIS

EASTERN ILLINOIS STATE COLLEGE, Charleston. June 13-August 5. Dr. Bryan Heise, Director; Dr. James M. Thompson, Department Head.

GREGG COLLEGE, Chicago. Three one-week sessions: July 11-15; July 18-22; August 1-5. Paul M. Pair, Director.

ILLINOIS STATE NORMAL UNIVERSITY, Normal. June 20-August 12. Chris A. DeYoung, Dean; Lewis R. Toll, Department Head.

NORTHWESTERN UNIVERSITY, Evanston. Two terms: June 24-August 6; August 8-August 27. Dr. A. C. Van Dusen, Director; Dr. Albert C. Fries, Department Head.

SOUTHERN ILLINOIS STATE UNIVERSITY, Carbondale. June 13-August 5. Dr. Charles D. Tenney, Director; Dr. J. W. Scott, Department Head.

UNIVERSITY OF ILLINOIS, Urbana. June 17-August 13. Dr. Robert B. Browne, Dean.

WESTERN ILLINOIS STATE TEACHERS COLLEGE, Macomb. Two terms: June 6-July 15; July 16-August 19. Dr. Frank Beu, Director; Dr. Clyde Beighey, Department Head.

INDIANA

BALL STATE TEACHERS COLLEGE, Muncie. Two terms: June 13-July 15; July 18-August 19. Dr. John R. Emens, President; Dr. M. E. Studebaker, Department Head.

BUTLER UNIVERSITY, Indianapolis. Two terms: June 14-July 1; June 14-August 5. George F. Leonard, Director; Marguerite Lamar, Department Head.

INDIANA STATE TEACHERS COLLEGE, Terre Haute. Two terms: June 20-July 22; July

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25-August 26. Dr. Paul Muse, Department Head.

INDIANA UNIVERSITY, Bloomington. Two terms: June 15-August 12; August 11-August 27. Dr. H. B. Allman, Director; Dr. Elvin S. Eyster, Department Head.

IOWA

DRAKE UNIVERSITY, Des Moines. Two terms: June 9-July 21; July 22-August 25. L. E. Hoffman, Director; Frances E. Merrill, Department Head.

IOWA STATE TEACHERS COLLEGE, Cedar Falls. June 1-August 19. Dean M. J. Nelson, Director; R. O. Skar, Acting Department Head.

STATE UNIVERSITY OF IOWA, Iowa City. June 15-August 10. Dean E. T. Peterson, Director; Dr. William J. Masson, Department Head.

KANSAS

FORT HAYS KANSAS STATE COLLEGE, Hays. May 30-July 29. Dr. E. R. McCartney, Director; Dr. Leonard W. Thompson, Department Head.

KANSAS STATE COLLEGE, Manhattan. June 7-August 6. A. L. Pugsley, Director.

KANSAS STATE TEACHERS COLLEGE, Emporia. June 1-July 30. John S. Jacobs, Director; E. C. McGill, Department Head.

KANSAS STATE TEACHERS COLLEGE, Pittsburg. Two terms: June 6-August 5; August 6-September 2. R. H. Hughes, President; W. S. Lyerla, Department Head.

KENTUCKY

BOWLING GREEN COLLEGE OF COMMERCE, Bowling Green. Two terms: June 6-July 9; July 11-August 13. J. Murray Hill, President.

EASTERN KENTUCKY STATE TEACHERS COLLEGE, Richmond. June 6-July 29. Dean W. J. Moore, Director and Department Head.

MOREHEAD STATE COLLEGE, Morehead. May 30-July 23. Dr. Warren Lappin, Dean; R. W. Jennings, Department Head.

MURRAY STATE TEACHERS COLLEGE, Murray. Two terms: June 6-July 2; July 5-July 30. Fred M. Gingles, Department Head.

UNIVERSITY OF KENTUCKY, Lexington. June 20-August 13. Dean William S. Taylor, Director; Dr. Vernon Musselman, Department Head.

LOUISIANA

LOUISIANA POLYTECHNIC INSTITUTE, Ruston. May 31-July 31. Dr. George W. Bond, Department Head.

LOUISIANA STATE UNIVERSITY, Baton Rouge. June 10-August 13. Dr. E. B. Robert, Director; Dr. Howard M. Norton, Department Head.

NORTHWESTERN STATE COLLEGE, Natchitoches. June 6-August 6. Leo T. Allbritten, Director; N. B. Morrison, Department Head.

MAINE

HUSSON COLLEGE, Bangor. July 5-August 26. Clara L. Swan, Director.

MARYLAND

UNIVERSITY OF MARYLAND, College Park. June 27-August 5. Dr. Harold Benjamin, Director; Arthur S. Patrick, Department Head.

MICHIGAN

CENTRAL MICHIGAN COLLEGE OF EDUCATION, Mt. Pleasant. June 27-August 5. Dr. J. W. Foust, Director; Claude Love, Department Head.

FERRIS INSTITUTE, Big Rapids. May 30-August 19. Roy Newton, Dean; R. E. Pattullo, Registrar.

MICHIGAN STATE COLLEGE, East Lansing. Two terms: June 18-July 26; July 27-September 3. Dean Stanley Crowe, Director; Lyle Maxwell, Department Head.

MICHIGAN STATE NORMAL COLLEGE, Ypsilanti. June 20-August 19. Dr. E. R. Isbell, Director; Dr. Julius M. Robinson, Department Head.

UNIVERSITY OF DETROIT, Detroit. June 20-July 29. George A. Kmiecik, Director; Lloyd E. Fitzgerald, Dean.

UNIVERSITY OF MICHIGAN (School of Education), Ann Arbor. Two terms: June 20-July 29; June 20-August 12. Louis A. Hopkins, Director; Dr. J. M. Trytten, Department Head.

WAYNE UNIVERSITY, Detroit. Two terms: June 27-August 5; August 8-August 19. Robert M. Magee, Director.

WESTERN MICHIGAN COLLEGE OF EDUCATION, Kalamazoo. June 27-August 5. Elmer H. Wilds, Director; Dr. A. E. Schneider, Department Head.

MINNESOTA

STATE TEACHERS COLLEGE, St. Cloud. Two terms: June 13-July 22; July 23-August 27. Dr. John W. Headley, Director; C. E. Daggert, Department Head.

UNIVERSITY OF MINNESOTA, Minneapolis. Two terms: June 13-July 25; July 25-August 27. Dean T. A. H. Teeter, Director; Dr. Ray G. Price, Department Head.

MISSISSIPPI

DELTA STATE TEACHERS COLLEGE, Cleveland. Two terms: June 1-July 7; July 7-August 12. W. M. Kethley, President; Thomas B. Martin, Department Head.

MISSISSIPPI SOUTHERN COLLEGE, Hattiesburg. June 6-August 17. Dr. R. A. McLemore, Dean; C. C. Dawson, Department Head.

UNIVERSITY OF MISSISSIPPI, University. Two terms: June 1-July 9; July 11-August 19. R. W. Tinsley, Director; Dr. A. J. Lawrence, Registrar and Department Head.

MISSOURI

CENTRAL MISSOURI STATE COLLEGE, Warrensburg. May 30-August 5. George W. Diemer, President; Dr. Lucas A. Sterne, Department Head.

NORTHEAST STATE TEACHERS COLLEGE, Kirksville. June 6-August 11. Walter H. Ryle, President; Dr. P. O. Selby, Division Head.

NORTHWEST MISSOURI STATE TEACHERS COLLEGE, Maryville. May 31-August 5. Dr. Sterling Surrey, Department Head.

ST. LOUIS UNIVERSITY, St. Louis. June 21-July 29. Dr. F. R. Noffsinger, Dean; Walter F. Gast, Department Head.

SOUTHWEST MISSOURI STATE COLLEGE, Springfield. May 24-July 28. Roy Ellis, President; Dr. W. V. Cheek, Department Head.

UNIVERSITY OF MISSOURI, Columbia. June 8-August 3. Dr. L. G. Townsend, Director; Merea Williams, Department Head.

MONTANA

MONTANA STATE COLLEGE, Bozeman. June 16-July 19. L. O. Brockmann, Director; J. W. Blankenhorn, Department Head.

UNIVERSITY OF MONTANA, Missoula. Two

terms: June 14-June 23; June 13-August 19. Dr. James W. Maucker, Director; T. H. Smith, Dean.

NEBRASKA

CREIGHTON UNIVERSITY, Omaha. June 9-August 4. Rev. J. C. Choppesky, S. J., Director; Dr. F. E. Walsh, Department Head.

STATE TEACHERS COLLEGE, Kearney. Two terms: June 1-July 29; July 30-August 13. Herbert L. Cushing, Director.

UNIVERSITY OF NEBRASKA, Lincoln. Two terms: June 8-July 30; June 8-July 16. Dr. Frank E. Sorenson, Director; Luvicy M. Hill, Department Head.

UNIVERSITY OF OMAHA, Omaha. Two terms: June 13-July 16; July 18-August 20. E. M. Hosman, Director; J. W. Lucas, Department Head.

NEW MEXICO

NEW MEXICO HIGHLANDS UNIVERSITY, Las Vegas. Two terms: June 6-July 15; July 16-August 19. Dr. Byron Roberts, Director; Vernon V. Payne, Department Head.

NEW MEXICO STATE TEACHERS COLLEGE, Silver City. June 6-July 29. Dr. H. W. James, Director; W. J. Lincoln, Department Head.

UNIVERSITY OF NEW MEXICO, Albuquerque. June 10-August 6. Dr. J. L. Riebsomer, Director; Virginia Reva, Acting Department Head.

NEW YORK

COLLEGE OF ST. ROSE, Albany. July 2-August 6. Sr. M. Geraldine, Director; Sr. Genevieve Louise, Department Head.

COLUMBIA UNIVERSITY (Teachers College), New York. July 5-August 12. Dr. John A. Krout, Acting Director; Hamden L. Forkner, Department Head.

HARTWICK COLLEGE, Oneonta. Two terms: June 13-July 22; July 25-September 2. Wallace R. Klinger, Director; Hunting Sherrill, Department Head.

HUNTER COLLEGE, New York. July 11-August 19. Professor Broderick Cohen, Director; Dr. James R. Meehan, Department Head.

NAZARETH COLLEGE, Rochester. July 5-August 12. Sr. Teresa Marie, Director; Elizabeth Fiske, Department Head.

NEW YORK STATE COLLEGE FOR TEACHERS, Albany. July 5-August 16. Dr. Ellen C. Stokes, Director; Milton C. Olson, Chairman.

NEW YORK UNIVERSITY, New York. July 6-August 12. Ralph E. Pickett, Director; Dr. Paul S. Lomax, Department Head.

SYRACUSE UNIVERSITY, Syracuse. Three terms: June 13-July 22; July 5-August 12; July 25-September 2. Dr. Robert S. Fisk, Chairman; Dr. O. R. Wessels, Department Head.

NORTH CAROLINA

DUKE UNIVERSITY, Durham. Two terms: June 14-July 21; July 22-August 31. A. M. Proctor, Director.

EAST CAROLINA TEACHERS COLLEGE, Greenville. Two terms: June 6-July 15; July 18-August 26. Dr. Leo W. Jenkins, Director; Dr. E. R. Browning, Department Head.

LENOIR RHYNE COLLEGE, Hickory. Two terms: June 6-July 13; July 14-August 19. G. R. Patterson, Director; G. W. McCreary, Department Head.

UNIVERSITY OF NORTH CAROLINA (Woman's College), Greensboro. June 6-July 15. Dr. Dennis H. Cooke, Director; Vance T. Littlejohn, Department Head.

NORTH DAKOTA

STATE TEACHERS COLLEGE, Dickinson. June 6-July 29. Charles E. Scott, President; L. G. Pulver, Department Head.

STATE TEACHERS COLLEGE, Minot. June 7-August 5. Dr. A. O. DeLong, Director; Verna L. Wickham, Department Head.

STATE TEACHERS COLLEGE, Valley City. June 6-July 29. Adolf Soroos, Registrar; Mabel Snoeyenbos, Department Head.

UNIVERSITY OF NORTH DAKOTA, Grand Forks. June 20-August 12. J. V. Breitwieser, Director.

OHIO

BOWLING GREEN STATE UNIVERSITY, Bowling Green. June 13-August 5. Dr. H. Litherland, Director; Dr. E. G. Knepper, Department Head.

CLEVELAND COLLEGE (Western Reserve University), Cleveland. Two terms: June 21-July 30; August 2-September 10. Herbert C. Hunsaker, Dean; Hester Nixon, Department Head.

KENT STATE UNIVERSITY, Kent. Two terms: June 20-July 29; August 1-September 2. Fren Musselman, Director; Elizabeth M. Lewis, Department Head.

OHIO NORTHERN UNIVERSITY, Ada. Two terms: June 6-July 8; July 11-August 12. Dr. Harry Vannorsdall, Director; Harriette Smith Ritz, Department Head.

OHIO STATE UNIVERSITY, Columbus. Two terms: June 21-July 27; July 28-September 2. H. P. Fawcett, Director; Dr. J. Marshall Hanna, Department Head.

UNIVERSITY OF CINCINNATI, Cincinnati. Two terms: June 17-July 23; July 25-August 30. Dr. Spencer Shank, Dean; Harold Leith, Program Chairman.

WILMINGTON COLLEGE, Wilmington. Two terms: June 6-July 9; July 11-August 12. Graydon Yaple, Director; Evalyn Hibner, Department Head.

WITTENBERG COLLEGE, Springfield. Three terms:

June 13-July 15; July 18-August 19; August 22-September 3. W. C. Nystrom, Director; D. T. Krauss, Department Head.

OKLAHOMA

CENTRAL STATE COLLEGE, Edmond. Two terms: May 30-July 28; July 29-August 18. Dr. George Huckabee, Director; M. L. Bast, Department Head.

NORTHEASTERN STATE COLLEGE, Tahlequah. Two terms: May 28-July 28; July 29-August 18. Noble Bryan, Director; E. H. Haworth, Department Head.

OKLAHOMA A. & M. COLLEGE, Stillwater. June 4, 6-July 30. Dean Wilson Little, Director; Dr. J. Andrew Holley, Department Head.

PANHANDLE A. & M. COLLEGE, Goodwell. Two terms: May 30-July 22; July 25-August 13. E. Lee Nichols, Jr., Registrar; Frank A. Ross, Department Head.

SOUTHEASTERN STATE COLLEGE, Durant. May 24-July 22. Dean A. E. Shearer, Director; H. L. Palmer, Department Head.

SOUTHWESTERN INSTITUTE OF TECHNOLOGY, Weatherford. Two terms: June 1-July 29; July 30-August 19. Dean S. R. Emmons, Director; W. W. Ward, Department Head.

UNIVERSITY OF OKLAHOMA, Norman. Two terms: June 8-August 10; August 10-September 1. Dean Laurence H. Snyder, Director; Dr. Harry Huffman, Department Head.

UNIVERSITY OF TULSA, Tulsa. Two terms: June 6-July 1; July 5-July 29. Clyde I. Blanchard, Department Head.

OREGON

OREGON STATE COLLEGE, Corvallis. June 20-August 12. Dr. Franklin R. Zeran, Director; Dr. C. T. Yerian, Department Head.

PENNSYLVANIA

BLOOMSBURG STATE TEACHERS COLLEGE, Bloomsburg. Three terms: June 6-June 24; June 27-August 5; August 8-August 26. Harvey A. Andrus, Director; Richard G. Hallisy, Department Head.

DUQUESNE UNIVERSITY, Pittsburgh. June 27-August 5. George A. Harcar, Director.

ELIZABETHTOWN COLLEGE, Elizabethtown. Three terms: May 31-June 18; June 20-July 30; August 1-August 20. Jack C. von Ehr, Director and Department Head.

GROVE CITY COLLEGE, Grove City. June 20-August 19. Dr. Weir C. Ketler, Director.

MERCYHURST COLLEGE, Erie. June 27-August 5. Mother M. Borgia, Director; Sr. Mary Esther, Department Head.

PENNSYLVANIA STATE COLLEGE, State College. Three terms: June 7-June 24; June 27-August 6; August 8-August 26. Dr. M. R. Trabue, Director; Dr. James Gemmill, Chairman.

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STATE TEACHERS COLLEGE, Indiana. Two terms: June 6-July 15; July 18-August 26. Dr. Ralph Heiges, Dean; G. G. Hill, Director.

STATE TEACHERS COLLEGE, Shippensburg. Two terms: June 6-July 15; July 18-August 26. Dr. Earl Wright, Director; Dr. Etta C. Skene, Department Head.

TEMPLE UNIVERSITY, Philadelphia. Two terms: June 27-August 5; August 8-September 16. John M. Rhoads, Director; Dr. William M. Polishook, Department Head.

UNIVERSITY OF PITTSBURGH, Pittsburgh. Three terms: June 13-June 24; June 27-August 5; August 8-August 19. Frank W. Shockley, Director; D. D. Lessenberry, Department Head.

SOUTH DAKOTA

BLACK HILLS STATE TEACHERS COLLEGE, Spearfish. Two terms: June 6-July 15; July 18-August 19. Dr. Russell E. Jones, President; Evelyn Elliott, Department Head.

SOUTH DAKOTA STATE COLLEGE, Brookings. Two terms: June 13-July 27; July 27-August 26. Frank G. Schultz, Director.

SOUTHERN STATE NORMAL SCHOOL, Springfield. Two terms: May 22-July 8; July 11-August 13. Walt Ludeman, Director; Arthur Tschetter, Department Head.

UNIVERSITY OF SOUTH DAKOTA, Vermillion. Two terms: June 6-July 15; July 18-August 26. Dr. William H. Batson, Director; Hulda Vaaler, Department Head.

TENNESSEE

GEORGE PEABODY COLLEGE FOR TEACHERS, Nashville. Two terms: June 13-July 15; July 15-August 19. Theodore Woodward, Department Head.

TENNESSEE POLYTECHNIC INSTITUTE, Cookeville. Two terms: June 6-July 12; July 13-August 20. Everett Derryberry, Director; Louis Johnson, Jr., Department Head.

UNIVERSITY OF TENNESSEE, Knoxville. Two terms: June 13-July 20; July 22-August 26. Dean John A. Thackston, Director; Dr. Theodore W. Glocker, Department Head.

TEXAS

EAST TEXAS STATE TEACHERS COLLEGE, Commerce. Two terms: June 6-July 16; July 18-August 27. Dean Frank Young, Director; Elton D. Johnson, Department Head.

JOHN TARLETON AGRICULTURAL COLLEGE, Stephenville. Two terms: June 6-July 16; July 18-August 25. E. J. Howell, President; Z. C. Edgar, Department Head.

NORTH TEXAS STATE TEACHERS COLLEGE, Denton. Two terms: June 6-July 16; July 18-August 25. B. B. Harris, Director; Millard Collins, Department Head.

SAM HOUSTON STATE TEACHERS COLLEGE, Huntsville. Two terms: June 6-July 15;

July 18-August 26. Dr. Harmon Lowman, Director; J. Roy Wells, Department Head.

SOUTHERN METHODIST UNIVERSITY, Dallas. Two terms: June 1-July 14; July 15-August 25.

Mrs. Virginia Baker Long, Department Head.

SOUTHWEST TEXAS STATE TEACHERS COLLEGE, San Marcos. Two terms: June 6-July 15; July 18-August 25. Dr. J. G. Flowers, Director; Dr. Alvin Musgrave, Department Head.

STEPHEN F. AUSTIN STATE TEACHERS COLLEGE, Nacogdoches. Two terms: June 3-July 14; July 18-August 25. Dr. T. E. Ferguson, Director; Dr. Robert S. Cornish, Department Head.

TEXAS COLLEGE OF ARTS AND INDUSTRIES, Kingsville. Two terms: June 6-July 16; July 18-August 27. E. H. Poteet, Director; J. R. Manning, Department Head.

TEXAS COLLEGE OF MINES AND METALLURGY, El Paso. Two terms: June 1-July 11; July 13-August 24. Judson F. Williams, Dean; Wade Hartrick, Chairman.

TEXAS STATE COLLEGE FOR WOMEN, Denton. Two terms: June 8-July 20; July 21-August 29. L. H. Hubbard, President; Dr. Elsie S. Jenison, Acting Director.

TEXAS TECHNOLOGICAL COLLEGE, Lubbock. Two terms: June 6-July 16; July 18-August 26. Dr. D. M. Wiggins, President; Mrs. Ethel K. Terrell, Department Head.

UNIVERSITY OF HOUSTON, Houston. Two terms: June 8-July 19; July 21-August 30. Dr. Eugene H. Hughes, Director; Dr. Marion Lamb, Department Head.

UNIVERSITY OF TEXAS, Austin. Two terms: June 3-July 16; July 18-August 27. Dr. J. A. Fitzgerald, Director; Florence Stullenken, Department Head.

WEST TEXAS STATE TEACHERS COLLEGE, Canyon. Two terms: June 7-July 16; July 18-August 22. Frank Morgan, Registrar; Lee Johnson, Department Head.

UTAH

UNIVERSITY OF UTAH, Salt Lake City. June 14-August 28. Harold W. Bentley, Dean; Mrs. Mary D. Brown, Department Head.

VIRGINIA

MADISON STATE COLLEGE, Harrisonburg. June 20-August 13. Percy Warren, Director; Dr. S. J. Turille, Department Head.

STATE TEACHERS COLLEGE, Farmville. June 20-August 13. W. W. Savage, Director; M. L. Landrum, Department Head.

UNIVERSITY OF VIRGINIA, Charlottesville. June 28-August 21. George B. Zehmer, Dean; Tipton R. Snavely, Department Head.

WASHINGTON

STATE COLLEGE OF WASHINGTON, Pullman. June 13-August 5. J. Murray Lee, Director;

Anne Corcoran, Acting Department Chairman.

UNIVERSITY OF WASHINGTON, Seattle. Two terms: June 21-July 20; July 21-August 19. Dr. Eric L. Barr, Director; Dr. Henry A. Burd, Acting Dean.

WEST VIRGINIA

BLUEFIELD STATE COLLEGE, Bluefield. Two terms: June 6-July 9; July 11-August 13. G. W. Whiting, Dean; Theodore Mahaffey, Department Head.

MARSHALL COLLEGE, Huntington. Two terms: June 6-July 15; July 18-August 26. Stewart H. Smith, Director; Lee A. Wolfard, Department Head.

WEST VIRGINIA STATE COLLEGE, Institute. Two terms: June 13-July 16; July 18-August 20. Dr. Harrison H. Ferrell, Director; Dr. Richard Homburger, Acting Department Head.

WISCONSIN

UNIVERSITY OF WISCONSIN, Madison. June 27-August 19. Dean John Guy Fowlkes, Director; R. J. Hosler, Department Head.

WHITEWATER STATE TEACHERS COLLEGE, White-water. June 20-July 29. A. I. Winther, Director; Paul A. Carlson, Chairman.

WYOMING

UNIVERSITY OF WYOMING, Laramie. Two terms: June 13-July 15; July 18-August 19. O. C. Schwiering, Director; Robert L. Hitch, Department Head.

CANADA

ACADIA UNIVERSITY, Wolfville, Nova Scotia. July 5-August 15. Ruby Thompson, Registrar.

BRITISH COLUMBIA DEPARTMENT OF EDUCATION SUMMER SCHOOL, British Columbia. July 4-August 5. Harold P. Johns, Director.

QUEEN'S UNIVERSITY, Kingston, Ontario. July 5-August 17. H. L. Tracy, Director.

RYERSON INSTITUTE OF TECHNOLOGY, Toronto, Ontario. July 4-August 5. T. O. W. Fowler, Principal.

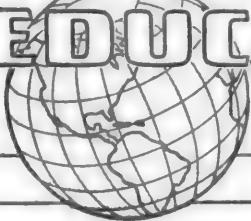
UNIVERSITY OF ALBERTA, Edmonton, Alberta. July 4-August 12. G. M. Dunlop, Director.

UNIVERSITY OF NEW BRUNSWICK, Fredericton, New Brunswick. July 4-August 13. R. J. Love, Director; Edith G. McLeod, Registrar.

UNIVERSITY OF SASKATCHEWAN, Saskatoon, Saskatchewan. July 4-August 13. Dr. J. F. Leddy, Director; F. S. Rawlinson, Department Head.

Your school will be included in the May summer school listing if you will submit your information to the B.E.W. by April 8.

The BUSINESS EDUCATION World



Vol. XXIX, No. 8

April 1949

Economic Geography—It Is Important

■ RAY G. PRICE
University of Minnesota
Minneapolis, Minnesota

PROBABLY no other subject in the business curriculum has more potential value to the pupil than economic geography. The subject has been a part of the business curriculum since 1900. It has never reached a place of real significance as compared with the technical business subjects, but it has consistently been one of the more *popular* of the basic business subjects.

Through the basic or general business subjects, our students learn how our business system functions. They become acquainted with such characteristics of business as specialization, mass production, competition, freedom of choice, government regulation, and other related aspects of business. *Economic geography offers an opportunity for our students to view these problems in a realistic setting.*

Approaches to Economic Geography

There are several different, but equally acceptable, approaches to the teaching of economic geography. To a degree, these approaches have a varied relationship to your or my philosophy of education, our objectives of economic geography, the content of the course we emphasize, and like factors.

The difference in the approaches is slight, almost entirely a matter of our preferred emphasis or attitude; but in general there are two broad kinds of approaches: the "functional" and the "cultural." All other approaches are various combinations or degrees of emphasis of these two broad concepts. In other words, do you prefer to ask students, "Where does our coffee come from?" or "What do we get from Brazil?"

The functional approach is concerned with realistic problems of the world today. Immediate utility of the material to the student is inherent in the functional approach by the alert teacher. Adaptability to the needs and interests of pupils is given first consideration in selecting content. The pupils of Sleepy Eye, Minnesota, for example, should understand their own community before branching out to wider horizons.

The "cultural" approach consists of broad generalized information, concepts, and problems of peoples, places, and materials of distant lands and regions. This approach, although its values are recognized by you and me, is sometimes remote to our average bobby-soxer. She does readily identify the "cultural" approach with usefulness and with her present-day problems, needs, and interests. If *worth* is not appreciated by our students, their interest, application, and learning will be negligible, regardless of the value of the material presented.

We cannot conclude that one approach, exclusive of the other, is the one desirable method of teaching economic geography. A combination of the two approaches seems most desirable. We should emphasize the functional approach, for greater motivation; we certainly should not screen out the "cultural" and social values.

Our stress on the practical, the usable, should be considered as a *psychological* approach to economic geography. Certainly, starting with the immediate, familiar, and recognizable problems of our pupils has long been accepted as soundest pedagogy. But the understanding of the "cultured" aspects—the broad social and economic relationships of peoples and communities—should be an important *outcome* of economic geography.

Let us give this combination treatment a name. Perhaps we should call it the "social-utility" approach.

Combining the approaches results in our students' having knowledge and respect for both geography and commodities—for both Brazil and auto tires, for both Louisiana and sugar—instead of emphasizing either aspect to the exclusion of the other.

Organization of Materials

There are two broad classifications of economic-geography material: regions versus commodities.

The *regional organization* of subject matter underscores the complex relationships of various regions and leads to a detailed study of the character of each region. The value of this type of organization lies in the broad understanding and appreciation of the problems of other lands that it presumably develops. It has the disadvantage of a separation of the study of industries and commodities. We find it necessary to repeat our discussions of commodities and industries as our class progresses through its study of the different regions. Because much of the geography studied by pupils when they were in grade school is organized along re-

gional lines, our high school learners may rebel at the repetitiousness if a similar treatment is used on the high school level.

The *commodity organization* has the advantage of having both reality and nearness. It conforms to the functional approach. Through the study of commodities, our students see the relationship of certain industries to the market as a whole. This type of organization permits greater emphasis on the *economics* in economic geography. One of the most important advantages of the commodity organization is this: it permits great emphasis on consumer values. The study of the steel industry, for example, can well be organized around the buying of an automobile.

Selection of Content

When we choose the content of economic geography, one factor that we have to consider is the amount of transfer that will take place in pupil application to his day-to-day living situations and experiences. The selecting and organizing of content is always an important aspect of teaching. The rare teacher who, with grim determination, attempts to forge through a textbook with unsuitable content, fails to make his maximum contribution to effective learning—regardless of how admirable his teaching methods may be.

The content of economic geography should be based on present-day happenings, events, and conditions. Mary and John are interested in what is going on about them at the moment. The material in their economic geography course must keep abreast of the constant changes of the commercial and industrial society. The radio industry will be more interesting as a unit of study than how flax is grown.

Suggested Content

Admittedly there are dangers inherent in the organization of economic geography around commodities, and we must guard against those hazards. A detailed study of each commodity that involves

only such limited data as where it is grown, climatic and soil conditions, and methods of production would fall far short of an effective presentation of the subject. A discussion of the important social and economic relationships with other peoples is necessary because of the increased interdependence of communities and nations. *An extension beyond the stage of production is essential to the complete understanding of these relationships.* In fact, there is need for an integrated completeness far beyond what is now generally given. The completion of such a comprehensive treatment would be consummated in the final analysis of the problems of buying the commodity—the consumer summary.

We should supplement our presentation of economic geography so that the course cannot fall short of its possible contribu-

tion to functional learning. We teachers of economic geography should enrich the content with the important broad principles of marketing.

Business educators have long recognized the need for the teaching of marketing in the secondary schools, but few schools have inaugurated a separate course in marketing. An understanding and appreciation of the problems involved in getting goods from producer to consumer would be valuable to pupils both in carrying on their present-day activities and in fulfilling their future responsibilities as producers. Education is moving toward greater integration of the secondary-school program, not toward adding new subjects. Economic geography is the logical subject in which to incorporate the basic principles of marketing.

Suggested Outline for a Course in Economic Geography

I. Your Food

A. Food-producing industries

1. Grain
2. Fruits and vegetables
3. Dairy products
4. Meat and fish
5. Beverages

B. Food-processing industries

1. Millers
2. Bakeries
3. Canneries
4. Creameries
5. Meat packers
6. Beverage processors

C. Channels for getting foods from producers to consumers

1. Country assemblers
2. Shippers
3. City receivers
4. Transportation
5. Costs of marketing food
6. Retail stores

D. How to buy food

1. Buying canned goods
2. Buying perishable foods

E. Social and economic relationships

1. Food production and consumption
2. Co-operative relationships with other parts of the world

II. Your Clothing

A. Clothing-producing industries

1. Cotton

2. Linen

3. Wool
4. Silk
5. Rayon
6. Fur
7. Leather

B. Channels for getting clothing from producers to consumers

1. Manufacturer wholesale branches
2. Wholesalers and jobbers
3. Manufacturer retail branches
4. Retailers

C. How to buy clothing

1. Guides for buying clothing
2. Guides for buying shoes
3. Guides for buying fabrics

D. Social and economic relationships

1. Clothing production and consumption habits of peoples from other lands
2. Our co-operation with other nations

III. Your Home

A. Building materials, furniture, and home-furnishing industries

1. Building materials

a. Lumber

- (1) Sources of lumber
- (2) Kinds of lumber
- (3) Lumbering operations
- (4) Marketing lumber

b. Stone

- (1) Production
- (2) Uses of stone

- (3) Costs
 - c. Brick
 - d. Buying building material
- 2. Furniture
 - a. Manufacture of furniture
 - b. Marketing furniture
 - c. Buying furniture
- 3. Glassware
 - a. Kinds of glass
 - b. Manufacture of glass and glass-ware
 - c. Quality characteristics of glass-ware
- 4. Chinaware
 - a. Types of china
 - b. Countries
 - c. Manufacture of pottery
 - d. What to look for in buying china
- 5. Silverware
 - a. Mining silver
 - b. Use of silver
 - c. Marketing silver
 - d. Manufacture of silverware
 - e. Choosing silverware
- 6. Paper products
 - a. Paper fibers
 - b. Rag pulp
 - c. Wood pulp
 - d. Papermaking
 - e. Selecting wallpaper
- 7. Floor coverings
 - a. Kinds of floor coverings
 - b. Making oriental rugs
 - c. Manufacturing rugs and carpets
 - d. Manufacturing linoleum
 - e. Judging rugs and carpets
- 8. Rubber articles

- a. Production of crude rubber
- b. Production of synthetic rubber
- c. Marketing rubber
- d. Selecting rubber goods
- 9. Fuel and Power
 - a. Source of fuel
 - b. Heating the home
 - c. Comparison of methods and costs
- B. The social and economic significance of housing and home furnishings
 - 1. Comparison of home construction and furnishings with other countries

IV. Your Appliances and Automobiles

- A. Household-appliance and automobile industries
 - 1. Sources of metals
 - 2. Mining the various metals
 - 3. Shipping ore to metal manufacturers
 - 4. Manufacture of household appliances
 - 5. Manufacture of automobiles
- B. Channels for getting appliances and automobiles from producers to consumers
- C. Buying household appliances
 - 1. Electric irons and ironers
 - 2. Washing machines
 - 3. Stoves
 - 4. Refrigerators
 - 5. Vacuum cleaners
- D. Buying new and used automobiles
 - 1. Sources of information
 - 2. Where to buy
 - 3. What to look for

Job Placement in Our High School

■ DAVID EINHORN

Thomas Jefferson High School
Brooklyn 7, New York

GEORGE R., a student in the junior year, is having a great deal of trouble at home. His father died recently and his mother is ill. There is a younger sister at home. The family is in need of financial assistance. George *must* earn some money after school hours to help support the family; otherwise he will be obliged to leave school. . . .

Henry S., sixteen years of age, has spent most of his school days in the dean's office for infraction of the school regulations. He is un-co-operative, a chronic

truant. He cannot get along with his fellow students and teachers. Many of the people who know him feel that a change in environment—especially a job in the business world—would prove helpful to Henry. . . .

Evelyn T., seventeen years of age, has a poor scholastic record. She shows very little interest in her studies. Her parents would like her to continue with her schooling, but the young lady would rather go to business. Perhaps a part-time job after school might help her find herself. . . .

Yes, after graduation and in many instances even before graduation, students are confronted with the problem of finding a job. The cases cited and many simi-

Form A, Job Calls. Blue form is used for boys; pink form, for girls

J O B C A L L S

No. 3421

Date Call Received

Firm Name:

Person to see:

Address:

Telephone No.:

Nature of Job:

Salary: Hours:

How to get to place:

Remarks:

Date	Student Sent	Off. Cl.	Remarks

lar ones assure us of the need for our Placement Bureau.

Our school offers both academic and commercial courses. *More than half our graduates go into the New York City business world after they leave school.* This means that three hundred to four hundred graduates must find places of employment at the end of each term. To most of them, the task of obtaining a position is a difficult one. They are not prepared to cope with the modern methods of interviewing applicants. They are not aware of the importance of every little detail in connection with the interview. It is, therefore, the function of our Bureau first to prepare them for the interview, and then to place them.

How We Establish Contacts

The students are informed of our Placement Bureau through a notice in the weekly school calendar and an announcement in the school newspaper. A sign on the office door indicates the hours during which the Bureau functions.

Contacts with employers are made through correspondence, telephone calls, "help wanted" ads in the newspapers, and recommendations by employers and former pupils whom we have placed. We make it a practice to follow up every lead from whatever source obtained. A telephone call usually serves the purpose.

A record of all employers is kept on Job Call cards (see Form A), on which is written all the necessary information pertaining to the positions offered. We find it to the advantage of both prospective employer and applicant to mention the salary. Of course, it is understood that a matter as important as salary is subject to change, depending on the qualifications of the applicant and responsibilities to be assumed on the job. (We are no longer surprised when we are confronted with employers who are unaware, or pretend to be unaware, of the present scale of salaries. Wherever possible, we make an effort to enlighten the employers in this respect.) We are happy to state that we have found employers highly cooperative and appreciative of our efforts to help the students.

Students Stand By For Placement

Students who are interested in finding positions report to the placement office during the school hours provided for this activity. Occasionally the Bureau sends for a student who has been reported as in need of part-time employment for financial reasons. Our placement office is located in a regular classroom, where students study or do their homework while standing by for job calls. A special telephone extension is provided for use only by this Bureau.

Placement Division
THOMAS JEFFERSON HIGH SCHOOL
Pennsylvania and Dumont Avenues
Brooklyn 7, N. Y.

Apply to
Name of Employer
Address
This introduces

Date **DAVID EINHORN**
Placement Counselor

Form B, Card of Introduction

Before being sent out for the interview, the applicant is given a pep talk to get into the right frame of mind. When necessary, he is advised about proper grooming for the interview. He is given a card of introduction (see Form B).

**Let's Review
a Typical Day**

A typical day in the placement office may be described as follows:

The trays containing the Job Call cards are placed on the desk by the secretary. The teacher in charge inspects the cards and announces to the current stand-by group the positions available. The telephone rings. When the teacher picks up the receiver, his secretary gets ready to record the information. (The importance of having efficient secretaries cannot be stressed too strongly. We have always been fortunate in obtaining excellent secretaries to assist us in our work.) While the prospective employer is still on the telephone, the teacher describes the position to the stand-by applicants to determine whether anyone is interested in the position. In this way, it is usually possible to make an immediate appointment for an interview. As a result, no time is lost in the dispatching of applicants; any delay might result in the position's being filled through some other source.

We make every effort to place the applicants where best suited. The job is discussed with the applicant to determine its desirability from his point of view. Such conferences have invariably helped the students to find themselves. The students are requested to notify the placement office of the results of their interviews, and this information is duly recorded on the Job Call cards. Many times the employer telephones back to inform us of the results of the interview. If the applicant does not meet with his approval, or does not accept the position, another applicant is sent.

**We Feel Our Program
To Be Successful**

Because of the need for placing a large number of students, we have had occasion to make placements in a wide variety of positions, including clerical workers, bookkeepers, secretaries, receptionists, doctors' assistants, salespersons, errand boys, and light factory workers.

Since 1944, when the Placement Bureau was established, we have had dealings with about 2,000 business concerns and have sent out about 2,800 applicants. While the positions vary in opportunities offered, many have proved to be excellent. The fact that many firms call us with frequent regularity is an indication that they are pleased with our service; the fact that most of our seniors voluntarily register with our Placement Bureau and succeed in obtaining their initial employment through the Bureau is evidence that this service meets a real need in the life of the school population; and the numerous telephone calls and correspondence received from a large number of the young people who were placed through the Bureau testify to the results obtained.



Retail Training by Store Personnel (II)

■ WILLIAM B. LOGAN
Ohio State University
Columbus, Ohio

WITH more and more attention being given to thorough in-service retail-training programs, educational methodology is attracting more interest among management personnel. Some of the procedures that educators have evolved for planning new offerings have been adopted or adapted by groups preparing comprehensive programs in the retail field. It is likely that more schoolmen than ever will be asked for curriculum-planning suggestions.

The first steps in long-range planning for the training function that retail management has now accepted as a part of store operation are the two that have already been described:¹ (1) measuring the actual and specific needs for training, both in the individual store and in the community's retail establishments as a group; and (2) formulating a plan for conducting the training courses.

It is recommended that store executives work through advisory committees that can guide planning, so that the completed plan is effective in its arrangement (a) for a program of study suitable to the needs, (b) for suitable instructors, (c) for a suitable meeting place, (d) for a suitable schedule of classes, (e) for adequate follow-up efforts, and (f) for continual revision and flexibility.

3. A Basic Curriculum

Before the plan for the training courses is completed, however, an over-all basic curriculum should be outlined; in no other way can the immediate needs be solved without losing sight of long-range plans.

There are five distinct areas in which

training has been effectively offered; each of these areas should be inspected to see which of their contributions ought to be included in the fundamental curriculum that underlies the comprehensive program of in-service training. These five areas are (1) management, (2) supervision and executive activities, (3) selling activities, (4) nonselling activities, and (5) specialized functions. The details of what has been offered in each area are explained in the paragraphs that follow.

Management

In a well-rounded educational program that can be accepted by all levels of employment, management should and must lead the way. Not only does management need to be acquainted with the types of instruction and content and the problems of participating in training programs, but it also must realize that there are many subjects on which it genuinely needs to be informed. It must also realize the necessity for continued learning.

Examples of management courses that have been used in discussion groups and in classes taught by competent instructors are these:

Store Organization and Administration
Planning Store Operations
Public Relations
Personnel Administration
Public Speaking
Economics of Retailing
Merchandise Control
Conference Leading
Job Analysis
Business Law

Executive and Supervisory

The executive and supervisory area of training is *probably the most needed of all the areas*. Competent, trained supervisors to carry on retail work are more

¹William B. Logan, "Retail Training by Store Personnel" (Part I), *Business Education World*, Vol. XXIX, No. 7 (March, 1949), pages 404-407.

needed than is any other type of employee. In industry, one supervisor may be able to supervise the work of a score of people; whereas, in retailing, a supervisor of a section would have only a small group of employees. Thousands of supervisors, therefore, are needed in the retail occupations. Management reports that there is an ever-increasing need for training for this group.

Examples of courses offered in this area of training are:

Retail Store Organization
How to Supervise Employees
Personnel Problems
Human Relations Training
Job Instruction Training
Job Methods Training
Conference Leading
Merchandising Arithmetic

Selling

Sales training has had more development than any other area. Probably more courses of this type have been taught than of any other type. Courses in selling have been developed by most of the Distributive Education Services in the various states, by many teacher-training institutions, and by a number of national trade associations.

Some of these courses are general; others are designed for specific merchandise. Examples of courses offered in this area of training are:

Store Procedures
Fundamentals of Selling
Arithmetic of Selling
Merchandise Information
Personality Development
Displaying Merchandise
Effective English

Nonselling

Store employees in nonselling activities have been overlooked to a great extent, even though many nonselling employees are in contact with customers every day. The attitudes of nonselling employees and their interest in company welfare are of great importance. The elevator operator, for example, may spoil the day for Mrs. Customer; a curt telephone operator may be responsible for losing a large sale; or a wrapper may cause a great loss to the store because of an insecurely wrapped package.

Examples of courses in this area of training are these:

Marking
Wrapping
Store Procedures
Handling Stock
Use of the Telephone
Elevator Operation
Good Grooming
Safety

Specialized

Courses for specific types of merchandise have, in most instances, been well written by competent persons from the field and are available for a number of types of merchandise. Often a customer knows more about the merchandise than does the salesperson. Much needs to be done in the improvement of the presentation of merchandise.

Examples of these courses are:

Fitting Shoes
Selling Infants' Wear
Textiles
Color, Line, and Design
Period Furniture
Men's Wear
Costume Jewelry
Interior Decoration

One of the essential activities of the advisory committee will be the selection and recommendation of the courses most important to the stores participating in the training program. Making the selections and recommendations is one step in planning. There are, of course, many ways of evaluating possible course offerings. One of them is through the use of a check-chart similar to the one shown in the illustration: courses being evaluated are enumerated in the first (the left) column, and the types of participating stores are enumerated as column headings. Each course is evaluated in terms of the number of participants to which the course could make a contribution.

The advisory committee will make recommendations also for the exact scheduling of classes. Obviously, the number and interest of the participating stores will affect the schedule plans, just as will the nature of the business community (for example, is it scattered or centralized?), the classroom facilities available and like factors.

There is one unique method of conducting classes that warrants review here.

Check-chart for evaluating possible course offerings.

	Food Group	General Stores	Apparel Group	Furniture Group	Automotive Group
I. MANAGEMENT					
Store Organization and Administration	x	x	x	x	x
Planning Store Operations	x	x	x	x	x
Public Relations	x	x	x	x	x
Personnel					
V. SPECIALIZED					
Fitting Shoes			x		
Selling Infants' Wear		x	x		
Textiles					

because it is one that has proved to be very successful and that is rapidly growing in popularity.

4. *The Local Retail Institute*

During the past few years retail institutes have been developed in several states. The popularity of the institutes has been manifest. The distributive-education personnel in the various states have sponsored and supervised these institutes. Those in charge are qualified to direct the activities and conduct the classes.

Typically two institutes are offered each year: one in the fall, about October; and the other in the spring, in February or March. The length of the institute varies from two to five weeks. Instructors are obtained and classes are planned for each of the five areas—management,

executive and supervisory, selling, non-selling, and specialized. Classes are arranged so that instruction is given for either a group of members in one store or a group of employees from a number of stores. Management has recognized the fact that the institute is valuable enough to the store for these courses to be given on store time. An exception is the supervisory classes offered in the evening.

Institute Instructors

There are two avenues open for obtaining qualified instructors to teach the courses. One is the use of traveling instructors employed by the Distributive Education Service in the state. In this way all communities can profit by expert advice and have instruction that would otherwise be impossible to obtain locally.



WILLIAM B. LOGAN

Last month Mr. Logan explained (1) why retail management and retail associations have found it necessary to accept store training as a management function, and outlined (2) a plan for a comprehensive program that retail groups could sponsor. In this month's contribution he describes (3) a fundamental curriculum and (4) a procedure for organizing and conducting a local retail-training institute.

Another means is to develop local instructors who have been willing to give their time when their own stores release them to conduct the courses. The training value of this work will benefit junior executives. The junior executive will be able to do a better job in his own store because of this very valuable teaching and learning experience.

Institute Promotion

Every promotional opportunity available in the community should be used to the fullest. The advisory committee should lead in this activity. Newspaper articles, radio announcements, letters to merchants, and bulletins to employees should be planned and released according to a prepared schedule.

One of the most effective mediums for publicizing the institute is an announcement bulletin. It should be attractively designed, and enough copies should be prepared so that each participating business can furnish copies to the personnel in its organization. Suggested information for inclusion in this bulletin follows:

1. *Foreword.* To be written by some leading merchant, secretary of the merchant's association, or school superintendent.
2. *Advisory Committee.* List names and connections.
3. *Announcement of Courses.* Include a brief description of the courses, the dates and times of meetings, location of the classes, and the names of the instructors and their connections.
4. *General Information.* Include amount of registration fees, minimum and maximum enrollments for classes, and the name of the proper person from whom to obtain additional information.
5. *Enrollment Blank or Card.* This may or may not be a part of the announcement. This method of obtaining enrollment information is very effective. Use a business-reply card.

Institute Popularity

One of the reasons for the popularity of these retail institutes is that "nothing succeeds like success." It takes but little additional work to promote a number of courses. The members, too, in talking about their classes interest others to attend. Most stores make arrangements for employees to attend classes on store

time and, in cases where fees are necessary to cover instructional materials, pay any additional expenses.

Much has been done in the past in the development of training in the area of retailing, but there is much more to be accomplished. Through institutes, much can be done not only in teaching techniques but also in developing professional leadership and in bringing employees to a realization that they contribute much to making our free enterprise system stronger and more effective in helping the individual.

Bookkeeping Is My Favorite Subject

■ MRS. EUNICE B. MORTON
Hill City High School
Hill City, Minnesota

LAST spring, when I handed Anne the certificate awarding her second place among thousands of entrants in a national bookkeeping contest, and looked into her radiant face, I felt the keen exhilaration of an achievement of my own in Anne's success. Even though that exhilaration was vicarious in a way, I saw Anne now as a different person from the girl she had been before I handed her that award.

Anne, you see, was the shadowed younger sister of a girl who had always sought, almost from infancy, to exceed everyone with whom she came in contact. The older girl had sacrificed every ordinary contact that a girl loves in order to achieve the coveted valedictory of her class. Now, Anne, shy and self-effacing, had won a national award and had been lifted out of a local environment into a national society of fellow bookkeeping students. Anne became conscious, perhaps for the first time in her life, that she, too, was a personality and could achieve a place in the sun for herself, also.



First-prize winner in Bookkeeping Division of Favorite Subject contest.

Presenting Anne with her award affected me deeply, especially as, of all my students, she was the one to receive the award. It was at that moment, and in a very revealing way, that the real joy of teaching bookkeeping was awakened in my mind.

To TEACH bookkeeping, the teacher, I believe, needs patience and an analytical, fact-searching mind. From the first lesson there is an unfolding of the subject, like the unfolding of a bud that swells and opens gradually, petal by petal.

So it is in bookkeeping; one can view the finished product only by recognizing the integrated parts, which expand according to a plan, an order, a system that unfolds the picture of a profitable or losing operation. Just as a person holding a flower looks at it and admires it and breathes in its fragrance, so does the bookkeeper sit back and feel the satisfaction of accurate journalizing, correct

posting, errorless computation, and the final arrival at the point where the perfect trial balance is ready for analysis. Then comes the profit and loss statement of the operations and the story revealed by the balance sheet.

A student experiences deep satisfaction in seeing how different parts of the bookkeeping process dovetail and finally become the basis of the analyses that may come from the financial statements. Today, after I had "proved the net worth" with my class, the intelligent comprehension that showed on the faces of the group gave me almost as much real satisfaction as if I had received a comfortable increase in salary—and *I had* from their reception of the analysis. When I further explained to the class that this process was followed by auditors, I could see in the face of one boy, who anticipated almost every step before I could put it on the board, that some day he would be one of those auditors.

BOOKKEEPING is a subject that is unlimited in its field and in its goals. There is a new challenge, on a growing scale, every time you start a new day. From the beginning, the bookkeeper can pick up the threads and weave them into an unfolding pattern that, for him, contains a real story. It is a story, but one based on solid facts—facts that make financial history, facts that make and break businesses and fortunes. It is a story with a predetermined procedure, with a definite course of events, all factual and all revealing undeniable results. The processes can be proved at every step and must be kept on a certain track, as it were. They cannot wander off at divergent angles, but must be kept under an orderly control. When, in your teaching, you have arrived at the point where students can trace their errors, correct them, and go on to a polished and conclusive finish, you know that teaching bookkeeping is a reward in itself.

Bookkeeping is so practical that it can be used in the home; but, at the same time, it exercises control over all the jobs in

the world, whether large or small. Governments rise and fall on financial policies. Industry could not exist an hour without bookkeeping. International trade rests on it. Today, with our tax system

what it is, no one can afford to be without a knowledge of at least elementary bookkeeping. Bookkeeping can be used by everyone, everywhere, under every circumstance. I love to teach it!

■ *Have you wondered whether you ought to require your students to use fountain pens in your shorthand class? Doctor Anderson, famous analyzer of shorthand researches, reviews here the research of Dean A. Peterson and reports and comments on his findings.*

Pen or Pencil in Shorthand?

■ **A Research Review by**
RUTH I. ANDERSON
Texas Christian University

THE purpose of Mr. Peterson's study¹ was to determine the relative merits of the fountain pen and the pencil as shorthand writing instruments.

Procedure. The experiment was conducted throughout one school year in three Utah schools. In School A, the shorthand class of 29 students was divided into two groups, 15 in the experimental and 14 in the control group. The experimental group used fountain pens and the control group, pencils.

In School B there were 29 students in the shorthand class, 14 of whom were placed in the experimental group, which used fountain pens, and 15 in the control group, which used pencils. At the end of the first semester, the students in each of the groups changed writing instruments.

In School C there were 15 students in the shorthand class. The entire group used both pens and pencils during the school year. Each student alternated daily in using the pencil and the pen. Tests written with the pen were tabulated with the experimental group; those written with pencil, with the control group.

Two types of tests were used—one measuring writing speed in dictation; the

other, transcription rate. The speed-writing tests were given one month apart and consisted of 30 to 46 words in the form of a paragraph to be written for three minutes. The students copied the shorthand from the outlines written on the blackboard by the instructor. In the tests at Schools A and B, half the students used fountain pens and the other half, pencils. In School C, the students wrote their tests for three minutes with pencil and then for three minutes with pen. The transcription tests were dictated by each instructor at a rate at which the class as a whole could write the test in shorthand.

An error analysis was made of 70 shorthand outlines in the speed-writing test papers of 341 students in the experimental group and 336 students in the control group. Shorthand characters were judged on the basis of proportion, correctness, and legibility.

A questionnaire was mailed to 71 expert Gregg Shorthand writers to determine the type of pencil or fountain pen they preferred to use in their reporting work. Fifty-one questionnaires were returned.

Findings. In School A (where some of the students used pens and some, pencils) the results for the two writing instruments at the end of two semesters of beginning shorthand seemed to favor slightly the use of the fountain pen in writing shorthand. The students using fountain pens had a slightly better score

¹Dean A. Peterson, "An Experimental Study of the Relative Efficacy of Pen and Pencil as Shorthand Writing Instruments," unpublished master's thesis, University of Southern California, 1942.

in writing speed, transcription speed, transcription accuracy, and production speed than did the students using pencils. The tests indicated that beginning shorthand students using the pencil wrote faster in the early stages of learning shorthand than did students using the pen, but the situation was reversed after the first few months.

In School B (where students changed writing instruments at the end of the first semester) the test results did not seem to favor either group sufficiently to justify superior claims for either instrument. The pencil seemed to be slightly superior for the speed writing in both groups, but the fountain pen appeared superior for transcription accuracy.

In School C (where the pupils used both fountain pens and pencils) test results indicated that the fountain pen was slightly superior to the pencil as a shorthand writing instrument, although the differences were not statistically significant. Beginning students wrote slightly faster with the pencil than with the fountain pen but after two or three months wrote faster with the pen. The students' accuracy in writing with pens was slightly superior to the pencil from the beginning. By the end of the second semester, the students' scores in writing speed, transcription speed, transcription accuracy, and production speed were slightly better when the students wrote with the fountain pen than when they wrote with the pencil.

The findings of the error analysis seemed to indicate that the use of the fountain pen resulted in slightly better penmanship than the use of the pencil. Students writing with pencils made 30 per cent more errors in writing shorthand than did the students writing with pens.

Of the 51 expert Gregg Shorthand writers returning the questionnaire, 50 reported that they used the fountain pen exclusively in writing shorthand. Forty-six of these writers believed that they were able to write faster with a fountain pen than with a pencil.

Conclusions. During the first year no

decided advantage was found for either the fountain pen or pencil. Beginning students wrote shorthand slightly faster with a pencil than with a pen; they also transcribed pencil-written shorthand notes slightly faster than they did pen-written notes. After two or three months they did slightly better work with a pen. The first year the students transcribed notes written with pen with slightly better accuracy than they did notes written with pencil. Better penmanship was obtained with the fountain pen than with the pencil.

Comments. Although a total of 73 students was included in the survey, different procedures were followed in all three classes; and, in two of the three classes, the students were further divided into two groups, experimental and control. To insure the reliability of the findings, it would be wise to have a large number of students in each group.

Having the teacher write the speed-writing paragraphs on the blackboard might be considered a questionable procedure. If the teachers' penmanship were not of the same quality, then the students in the three schools would not have an equal opportunity in these tests. There would also be the problem of students who, because of faulty vision, could not see the blackboard.

While the findings of this study cannot be considered conclusive, because of the relatively small number of cases included, it would seem that high school teachers might well give serious consideration to the use of the pen as a shorthand writing instrument in the classroom. The fact that 50 of 51 shorthand experts reported that they used the fountain pen exclusively in their work should at least raise some question of the wisdom of continuing to allow high school students to use only a pencil for writing shorthand. The author is to be commended for suggesting techniques that might be used in studying the problem of shorthand penmanship. An analysis of the effect, on shorthand penmanship, of taking dictation at different speeds would make an interesting and valuable contribution.

The Private Business School, 1949

■ GEORGE M. DAVEY
Gregg Publishing Company

TODAY seems to be a new era of growth and development among the business schools. These schools are achieving a better reputation. Professional recognition of them is increasing. Organization, regulation, and legislation controlling their conduct are being generally accepted in place of their long-cherished rugged individualism. There are numerous examples of voluntary upgrading both in course content and in teaching techniques—few critics of business schools are so severe as their own managers.

A brief review of the recent progress of private business schools might be of interest, for there is much confusion about, and misunderstanding of, the private-business-school field today.

Definition

The private business school is defined as "a school maintained or classes conducted for the purpose of offering resident instruction for consideration, tuition, or profit, the purpose of which is to prepare an individual to pursue a recognized profitable occupation in commercial pursuits and business phases of other occupations, for which graduation from a degree-granting institution is not required."¹

Without the benefit of buildings and equipment purchased from public funds, of Federal or state aid, of endowments, or of organized alumni associations, the private business schools have grown in both number and size because of the continued demand of young men and young women for practical, concentrated training for office positions.

Although more and more public schools are teaching business subjects at the high school level and more colleges and uni-

versities at the higher levels, the business schools continue to retain their established place in the field of business education: the intermediate or terminal junior college level?

Many Varieties

Like people, business schools differ in size, character, and quality of instruction. There are schools ranging in size from those having a handful of students to those having enrollments of thousands. Scholastically (as in the public school systems), there are good schools and poor ones. The size of the school bears no direct relationship to the quality of instruction given: poor instruction may be found in the large school and top-quality instruction in a small school, or vice versa. There are progressive schools and conservative schools. But competition is keen; and, unless a school offers a satisfactory training program and establishes and maintains a satisfactory record for the placement of its graduates, its potential students are attracted to schools having more to offer.

Courses range from short, stenographic-training programs to two-year, executive-secretarial training in the secretarial field; and from one-year training in junior accounting to a full two-year accounting and/or business - administration course. A number of schools have three- or four-year programs in the latter fields, and the training may lead to a degree. There are specialized courses in insurance, real estate, public speaking, salesmanship, and other fields, most of which are taught at the college level.

In regular sessions, most of the schools now require prospective, full-time students to be high school graduates or the equivalent thereof. This is not always true for evening-school students.

The time factor will always dominate

¹Act No. 552, 1947, State Legislature of Pennsylvania.

the programs offered in these schools. It is the heart of their existence. It has necessitated the elimination of all but the practical aspects from the subjects taught. Many business-school managers, however, realize that employers are beginning to require more than skill training for the positions the schools have customarily filled with their graduates. There appears to be a definite movement toward strengthening curricula so that business-school graduates will be more employable when jobs are not plentiful. A recent survey showed that a considerable number of schools have enriched their programs by adding new subjects, such as business organization, personality, and other broadening courses to their curricula.

The success of any private business school largely depends on the ability of its teaching staff. Much could be written about the techniques employed by the private business school teachers, their methods, and student interest. In many respects they are exacting; and it is noteworthy that techniques are subjected to keen criticism by dollar-minded, results-demanding students. To prepare and place graduates in office positions is a desirable aim for the business teacher in the public schools, but the preparation and placement of graduates is an *absolute must* for the private business school teacher.

Regulation by Legislation

The "G.I. Bill" required all state education departments to certify the schools approved for veteran training at all levels. In effect, this Government requirement placed considerable responsibility for the quality of the private business schools in the hands of each of the state education departments.

In general, three methods for approving business schools are used by state education departments. Some states automatically approve all schools—if such a procedure can be called a "method." A second method is by the creation of an advisory board, usually comprised of business educators, to set up regulations for approval. A third method is to proceed in accordance with the mandates of state legislation specifically enacted to control the private schools; such legislation may be either of the *voluntary* type or the *mandatory* type.

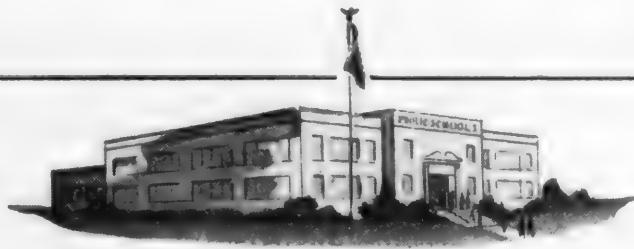
The New York State Act is an illustration of the *voluntary* type. For many years, this state has had a law under which private business schools *may* apply to the state education department for registration as a "registered school and/or business institute." For the latter classification, courses must be approved by the state's Committee on Higher Education. There are more registered schools in the state today than ever before. Voluntary registration, however, does not restrict the number of schools operating on a nonregistered basis. The state's Bureau of Business Education makes periodic inspections of all registered schools, checking on their financial condition, equipment, and teachers' qualifications. No school is approved that employs unqualified teachers. The qualifications are similar to those required of business teachers in the public schools.

Pennsylvania has the *mandatory* type of legislation. No school may continue to operate nor may a new school open until it has passed exacting requirements as to finances, equipments, and teachers' qualifications.

The schools are licensed by a committee (appointed by the Governor)
(Continued on page 480)

■ *For many years, the author has been a consultant to private-school owners. In this article he gives a summary of the private-school scene today. This contribution will be of special interest to high school teachers.*

Take A Minute to
ANSWER THESE 4 QUESTIONS
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- 2.** Do your students get the full benefit of your instruction, or are they discouraged and held back by obsolete typewriters that do not give them a fair chance?
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(P.S. They're listed on the other page.)

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APRIL, 1949

comprising six business-school managers, a representative of the State Department of Secondary School Principals, and a representative of the Department of District School Superintendents. In addition, the Superintendent of Public Instruction is an ex-officio member of the committee. His representative makes periodic inspections. Thus far, the committee has been guided by his judgment.

All new teachers in the private business schools must have the same qualifications required of business teachers in the public schools: (but all active private business school teachers who lack the required qualifications may be retained if they were teaching before this law was enacted in July, 1947).

Regulation by Codes

Several business-school associations have established codes of standards for their members. The National Council of Business Schools, representing the majority of business schools, inspects and approves schools on the basis of *courses*. A school, for example, may have its secretarial course approved but not its accounting course.

Two smaller, but very active, associations, the National Association of Accredited Commercial Schools and the American Association of Commercial Schools, also have standards governing their member schools.

There are business schools with excellent scholastic reputations which belong to no association. Some of these are among the very best in the country—and others are among the poorest.

In the final analysis, each business school must be evaluated individually, *on the basis of how well it prepares its graduates for positions in its geographical area*. It is important to remember that job requirements do vary in different areas.

High School Competition

Are private business schools competitive with the business departments of high schools? Not any more than col-

leges compete with the academic departments. Let's analyze the situation:

There are differences in job-training levels. The business school usually trains for secretarial rather than stenographic positions, for beginning accounting positions instead of general clerical positions. Of course, there is some overlapping. Many graduates of high school business departments have become successful secretaries or have achieved other office positions on the executive level.

This question might be raised: Could the success of high school graduates in holding down top secretarial positions (for example) be attributed more to individual capabilities than to the training they received in high school? A second question might be this one: If the top-flight high school business graduates were given ten or twelve months' additional training in a good business school, would their starting salaries be proportionately higher and their opportunities to advance enhanced? Most private schoolmen answer *yes* to both these questions.

There is a growing trend among business schools to enroll only those students who demonstrate ability for the training offered. Some schools require all potential students to undergo aptitude or general intelligence tests. Others enroll students on a trial basis and expel the failures. Because these schools must continually satisfy the employer, they cannot afford to risk training on hopeless misfits. The business teachers in the public schools rarely have the opportunity to teach selected students.

Because of its private ownership, the business school can be flexible with respect to the length of course and the teaching methods. Teachers are free to change subject matter and course content in order to improve training or to meet specific job needs. The average public school system cannot permit much flexibility in any school or department.

Because of the differences in job-training levels, the trend toward selectivity of students, and the flexibility in

program, there does not seem to be a real basis for competition between private business schools and the high school business departments.

Co-operation

If there is little or no competition, is there a basis for co-operation? The foregoing analysis indicates that there are several bases for co-operation. The high school business teacher can lay a firm foundation, on which the private business school can develop through its concentrated course a well-prepared student, capable of holding down a highly responsible position in an office. In a sense, there could be a relationship similar to that which exists between the

academic high school teacher and the college professor.

High school business teachers who have become acquainted with the purpose and the place of their regional business school and who have learned to distinguish between the good and the poor business schools are in a position better to guide the careers of their students. The added preparation that the good business school is equipped to give may mean much to the ultimate success of students.

There is a common interest in business education on the part of public and private business schools. Each type has a definite place in the whole field of business education.

A Q-SAGO Unit: Special Telegraph Services

■ **IRENE C. HYPPS**

Head, Business Education, Division 10-13
Public Schools of the District of Columbia

WE TEACHERS talk glibly about telegraph services, but do we know readily what *special* telegraphic services are? How obtained? What they cost? Most textbooks include only general information on that topic, sometimes not more than a brief paragraph. Planning an inquiry the Q-SAGO way may shed more light for guiding the learning activities of pupils both inside and outside our classrooms.

Almost by rote pupils recite what form of communication a telegram is, what the classes of message are, and what the kinds of charges are. Students know that money can be wired from one place to another, and they may even know the location of the telegraph agencies in their neighborhoods. By wrinkling the mental brow, many chubby youngsters faithfully condense cumbersome information into streamlined—if somewhat unrealistic—10-word messages or even more lengthy

and cumbersome information into less streamlined and still unrealistic night letters. The bright little boys may insist on describing the Morse code and want to tap out their 10 or 50 words so that bright-eyed little girls will admire their prowess. There stands ready material for enrichment in the life of Morse or of Marconi and the war stories of communications services that sped the strategy of world battle lines and of American propaganda. You can't beat a regulation lesson on the telegraph for thrills.

Yet, the fact that the textbook material on the telegraph goes over with a bang brings teachers flat up against the dead end of the paragraph or two labeled "special telegraph services." What are they? Where are they? What can teacher say? How can pupils themselves collect information?

We dare not ignore the topic for fear of pupil curiosity. So, we teach it with trepidation lest pupils raise questions that we may not be prepared to answer. It is out of such pedagogical bafflement that real learning begins, for here is an im-

QUESTIONS	SUBJECT MATTER	ACTIVITIES	GOALS	OBJECTIVES
1. What are the special services rendered by telegraph companies? Which have you or anyone you know used?	Our Business Life, 4th edition, pages 257, 260-261	Bulletin-board, Display: Telegraph pictures and pictures. Committee: Research and presentations.	1. To be successful, any business must fulfill satisfactorily a needed service.	1. Understanding of the nature of business enterprise.
2. Who renders service? What are the business reasons for rendering special services? Do other businesses profit?	Introduction to Business, revised edition, page 72.	Report: Correct time service through self-winding clocks. List: Places where clocks are installed.	2. Our community is better for having the services of its firms.	2. Understanding of the place of business in community life.
3. Who benefits? Under what circumstances do consumers use the various services? Why are they called "special"? Are they taxed as luxuries?	Preparing for Business, pages 184-185	Visit: One or two pupils to offices using commercial news tickers. Visit: To radio station or other place where television can be explained. List: Kinds of businesses using special services.	3. We are all producers, distributors, and consumers.	3. Understanding of the extent to which we are all dependent upon one another's services.
4. What should consumers know? (a) Kinds; available, (b) extra charges, (c) conditions of delivery—national and international.	The Fundamentals of Business Training, pages 83-84.	Blackboard Diagram: U. S. map with outlines of airplanes and ships and dotted lines to show traveler's communication services. Talk: "Blind Flying by Radar." Show pictures, test, slides through projector.	4. To make wise and efficient use of business goods and services, we must be informed consumers.	4. Understanding of the advantages and disadvantages of the consumer's position.
5. What vocations are involved? Who works at them? What do they do? Are all levels of workers represented? Are "special jobs" by these services?	Encyclopedias Britannica, 11th edition, Article on Telegraphy, by Newcomb Carlton.	Chart: Telegraphic linkage of all Federal Reserve banks. Report: Reasons for this special service. Test: Spell names of cities where banks are located and describe area served.	5. A business worker must know where his job fits into the structure of business.	5. Comprehension of the enormous number of vocations in business, and knowledge of the principal duties and functions of the outstanding ones.
6. What personal skills are needed? Do we have them? Clear enunciation? Legible writing? What is the practical value of imagination in business? Promptness? Reliability? Accuracy?	General Business, 1946, pages 448, 458. Elements of General Business, 1945, pages 186-187.	Collection: Special service pictures accompanied by brief explanation of each. Report: Select one picture and describe a situation in which it would be used personally by pupil. Estimate cost. State the values purchased. Justify economics of the transaction.	6. Personal skills (penmanship, arithmetic, spelling, vocabulary, English usages, business techniques, etc.) are essential in getting and advancing in a position and in effectively using the services of business.	6. Improvement in the personal skills (tools) demanded of all business users and workers.
7. What personal traits are needed? Do we have them? How does courtesy count? Honesty? (a) as good consumers of (b) as potential telegraph workers? (c) as tax-paying citizens?	(Note: required background reading will be in whichever text is basic in the course.)	Contest: Creative writing of verse to be used as special messages by telegraph for birthdays, holidays, and so on. Visit: Supervised field trip of small group of pupils to stock exchange office to see tape and board. Dramatization: Cyrus Field laying the Atlantic Cable. Stage: "Saga of the Seas." Contest and Review Quiz: Vocabulary, facts.	7. Proper personal traits (manners, willingness to work, grooming, participation in group activity, etc.) are essential in getting and advancing in a position.	7. Development of the desirable attitudes and characteristics demanded of all business workers.

mediate double interest: that of the teacher and that of the class. Let's see what we can find out in our Q-SAGO adventure of fact finding.

Plotting the Terrain

1. Engage wholeheartedly during the preceding lessons on the telegraph all the energies and talents of individual pupils and pupil committees.

2. Inspire the class to turn the classroom into a cross between a telegraph office and a newsroom display.

3. Make no mention of "special services" as members of the class diligently bring in and arrange and report on the various types of telegraph blanks, word their own messages, figure the charges, and read and describe the inventions and advantages of wireless communication over the world.

4. Then, after students have swarmed up this peak of enterprise and while morale is militant and high, write this lurking question prominently and in bold letters on the board: "What *special services* does the Telegraph Company render its customers?"

Operations Forward

1. As soon as the class discussion indicates that confusion may exist in pupils' minds, ask for four volunteer correspondents to gather authentic information.

2. Divide the class into four teams, alphabetically or through some other impartial device. Assign one correspondent to each team. Have each team choose a captain.

3. Announce that this is a "mystery attack" and that the rules to be followed in gathering and compiling the facts will be each team's secret maneuver. State the date on which a "breach" is to be made and the date by which the new ground is to be gained. The presentation of each team's information constitutes its "march toward the front." The rapid-fire exchange of team answers to class questions is its "front line defense."

4. Each team will have a certain por-

tion of designated class periods reserved for its presentation in whatever form its members decide is most dramatic without distortion of the facts.

Hold That Line

1. Guide the committee captains in the preparation of simple score sheets on which members of the three other teams may rate the presentation of the reporting team.

2. Have each team commission a lieutenant, who, after each presentation, will, with the other three lieutenants, collect and count the scores at the end of each report period and post the score.

Citation

1. The final count is announced by the lieutenant of the winning team, which then stands. The three other team captains come forward to congratulate the winning team, while the class may applaud.

2. Place on display on bulletin board or, if sufficiently meritorious, in school library the best of the visual materials gathered during this Q-SAGO project.

Parade

1. Review both regular and special telegraph services in later classes through a "radio quiz" to impress further the wireless wonders of daily communication. Pupil understanding, as well as retention of the information on special services, can be revealed quickly through such a pleasantly modern method of testing. The staff sergeant of the winning team might be the quiz master. The teacher takes command in order to render the class a special service through reteaching visually any necessary points by the use of a projector if available (the type that does not require special mounting of pictures and text).

2. If slides must be made, let another squad made up of a fourth representative from each of the teams help. This will give additional pupils a new skill and enhance their value as classroom aides.

Manual of Arms

Teachers should chart the time in advance that may be devoted to a Q-SAGO unit on this special phase of telegraph services. The only justification for enlarging it out of proportion to other instructional material and learning activities on the telegraph customarily found in textbooks is this: special telegraph services offer lively sources of information through which pupils make contact with the throbbing, pulsing interplay of communication that is an over-theme of business. It is an "extra" that lends a touch of color and romance to the conveniences of service by telegraph companies. Actually, it is a symbol of the kind of front-line merchandising that America's business agencies spend tire-

less effort on improving in behalf of the consuming public.

This is not a unit out of which hobbies grow, but it should impress pupils with appreciations that stimulate retention of information relating to personal business and personal recreational activities. It may not be a hobby to order theater tickets and football reservations by telegraph or to secure a return Pullman seat in advance on a train—but it does make the hobbies of travel, games, and theater going a more conveniently scheduled outcome. What is true of tickets is true of flowers; what is true of flowers is true of special greetings; what is true of special greetings is true of important papers—and so on down the list of special telegraph services that fill unusual needs, yet which anyone may buy.

Correspondence Since 1900

The Business Letter of Bygone Years—VIII

■ **CARL NAETHER**
University of Southern California

OUR purpose in this, the final, article in the series devoted to certain historical aspects of American commercial correspondence is, first, to emphasize briefly important trends revealed by the various analyses; secondly, to make some general comparisons between yesterday's and today's books on the subject.

As shown by the reviews of early books, business correspondence evolved slowly from social correspondence. Many of the so-called fashionable letter writers of yesteryear, offering model letters for the more or less formal solution of personal problems occasioned by friendship, love, and marriage, contained very few specimen business letters.

These letters—models—were usually one paragraph in length and were written in long, involved sentences. The subject of almost every sentence was "I." The tone of the specimens in these "epistolary

guides," as the books were called, was formal and deferential. Their language was correct, but stilted and repetitious. In form and in diction these letters strongly resembled social letters, of which they were a logical and natural offshoot.

For some time America obtained its books on correspondence from England, as our summaries have tended to show. These books were similar in content. As a matter of fact, many of the more desirable models appearing in these letter collections (that, really, is what many early books amounted to) were copied verbatim by author after author, practically none of whom saw fit to acknowledge any indebtedness whatsoever. This comment applies to social as well as to business letters. As a result of such indiscriminate plagiarizing, many of the early guides to letter writing lacked originality. Often they differed from one another only in their titles and in the authors' names!

General instructions and specific rules

for letter writing emanated also from England. For many years they were followed more or less slavishly in America, even to the British spelling of certain words and to the use of a servile and wholly un-American tone, so clearly exemplified by the closing salutation "your obedient and humble servant," which frequently appeared in American business letters. Moreover, for a long period of time various titles, indicative of a rigid class society, and British in origin, appeared in almost every American business letter. Even "Esquire" was used to indicate personal rank, below which there existed none, so that a person addressed as "Mr." was really a nobody.

Formalities in business letters were scrupulously observed, especially by means of the stiff "Sir" in the opening salutation and the "I respectfully remain, Sir," in the closing salutation. Despite these formalities, early business letters possessed considerable individuality, if not charm, because they were written in the first person singular or, less frequently, in the first person plural—in other words, from a strongly personal point of view. Single proprietorships rather than corporations were the rule in those early times. The appeal of the business letter in most instances was from one person to another *one* person—not to a company of persons.

Most of the authors cited in the previous articles devoted considerable effort to an explanation of the mechanical aspects of the business letter—the various methods of arranging it on paper. As the individual analyses have already commented in some detail on this emphasis, it would be repetitious to mention at this time the many changes that the form of the business letter underwent between 1626 and 1899. Assuredly, the use of the typewriter, first mentioned by Professor Westlake in *How to Write Letters*, published in 1886, greatly improved the form of the business letter, both from the standpoint of appearance as well as ready legibility.

About the year 1800 the first multiple-

paragraph business letters began to make their appearance. In attractiveness, legibility, and thought organization, they constituted a decided improvement over the hard-to-read one-paragraph letters. These letters concerned mostly the collection of debts, the registration of complaints . . . and the application for positions—types of business letters that we found in almost every book we summarized. At this time—1800—the first "circular" letters appeared; they were the forerunners of the modern sales and follow-up letter. That early efforts at close reader adjustment were sometimes made is well shown by letters addressed to Quakers in their peculiar style of English.

As to the qualities that an effective business letter should have, almost all the early writers agreed that clearness and brevity were the most essential—"and a cold and precise attention to the business in hand." According to the current standard much of the early business writing lacked clearness, for the reason that often the greater part of an entire paragraph was clothed in a single sentence, as: "We thank you for your obliging order of December 15th, but we feel it necessary to advise you for your government, that since our last invoice of December 3rd, flour has raised 50c per barrel, and we daily expect a further advance." Later, the brevity that was recommended was developed into qualities of precision and conciseness; that is, giving *all* the necessary information concerning a certain business transaction and so doing it full justice.

Because so-called model letters were the vogue in virtually every letter book summarized, it was natural that numerous stock phrases and trite constructions should mark the beginning as well as the closing paragraphs of these specimens. The use of such phrases gave business letters an air of respect and dignity that was in keeping with the customs of the times, when a forceful, direct opening paragraph, for instance, might have seemed less courteous—even forward and abrupt.

Very noticeable in the early books on commercial correspondence is the complete absence of sales letters as such. Later volumes, as we have seen, offer so-called circular letters, in which various offers are modestly announced. Similarly absent from most letters studied is the sales element, even though it was used indirectly—often subtly—in statements of good will and in offers of service. As most business was transacted on a rather close personal basis, perhaps much "sales persuasion" would have seemed out of place and unnecessary. There is, of course, a very pronounced difference between the direct, breezy, and often somewhat exaggerated air of today's sales letter and the careful, tactful, and usually factual atmosphere of the circular letter used seventy years ago.

Such differences, however, are not confined to one type of business letter. As a matter of fact, all types have undergone more or less profound changes. It is indeed a far cry from the pen-written American business message of 1626 copied from a formal British model to today's efficiently dictated, carefully adjusted, and neatly typed business letter.

In Conclusion

Now, in conclusion, a few comments on business correspondence texts that have been published since 1900. What are their leading characteristics? their claims to distinction—to practical, everyday usefulness in business?

With the specialization by many businessmen in the United States, and also with the departmentalization of most medium-sized and large businesses, there arose a corresponding need for both specialized and "departmentalized" letters. Business firms began to concentrate their efforts within more or less well-defined fields, such as manufacturing, jobbing, wholesaling, or retailing. Often they prided themselves on the progressiveness and keen individuality of the sales, credit, collection, personnel, and other executive policies they had developed over the years with much care and at great expense—

policies that set these firms apart from their competitors, especially in the eyes of their customers and prospective customers. Frequently, the letters that these well-organized and smooth-functioning organizations sent out were written to reflect this individuality—at its best an effectual competitive device—as much as possible. Often so-called correspondence critics or supervisors were employed to systematize and co-ordinate the letter writing efforts of all dictators and stenographers employed by a certain firm and especially to help these employees inject the firm's characteristic sales and service qualities clearly and forcefully into its *routine* correspondence.

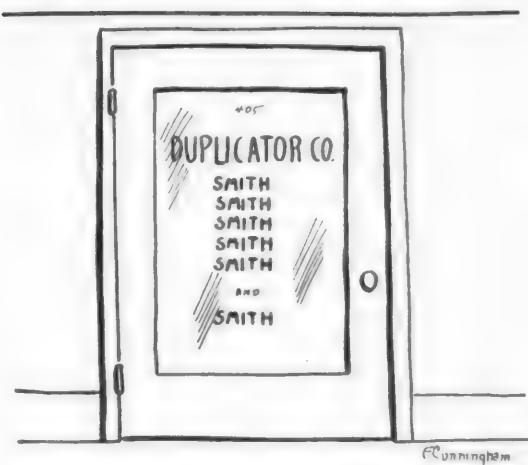
Texts on business letter writing published in the early part of the twentieth century reflect this business specialization and departmentalization. In separate chapters appear letters pertaining to inquiries, orders, recommendations, applications, credits, collections, sales, and other pertinent topics, each type usually handled in business by its respective department and dictated according to the most effectual business practices prevailing at the time. For, there is no gainsaying the fact that one of the leading characteristics of the twentieth-century text on commercial correspondence is its *businesslikeness*! While, for quite obvious reasons, yesteryear's printed guides to better letters were often not in accord with the prevailing business customs and policies, today's texts are, almost without exception, in close harmony with the current correspondence practices of progressive business establishments. But, just as the model letters appearing in the early texts were couched in language more carefully chosen and more correct than that found in actual business letters, so many specimens in today's texts differ in like manner from their counterparts in business; the textbook illustrations suggest a sort of "ideal" business letter.

As a classroom subject, business letter writing, though taught—and taught well—for many years in private business schools, received perhaps its greatest stimulus

from the organization of a university course by Professor Edward Hall Gardner, of the University of Wisconsin. His text, *Effective Business Letters*, the first of twentieth-century collegiate caliber, appeared in 1915 and in time furnished the incentive for the writing and publication of other university texts on the same subject. Gardner presented his subject from a somewhat idealized point of view. Concise statements of so-called principles of business correspondence were followed by suitable illustrative letters. Copious exercises, or problems based on real business situations completed each chapter. Gardner made it a point to refrain from the use of the "horrible example" on the ground that it was negative teaching. Owing to the generally constructive treatment of the subject, his book not only proved to be a popular text in many schools of higher learning throughout the country, but also it found its way readily into many a business office, where both dictators and stenographers alike welcomed this scholarly treatment of so practical a subject.

To be sure, authors writing long before Gardner's time had also devoted considerable effort to the detailed presentation of the essential phases of business correspondence, but none had treated all types of letters with such care and in such detail. Moreover, none had offered the practical exercise material that made *Effective Business Letters* such a handy and complete teaching tool.

Pioneer Gardner has had many able followers; for, with the steady increase in the number of collegiate schools of commerce, and the consequent scheduling of numerous beginning and some advanced collegiate courses in business letter writing, the number of texts on the subject increased rapidly. Notable among the textbooks published during World War I (1916) is *Business English*, by Professor George Burton Hotchkiss, of New York University's School of Commerce, Accounts, and Finance, which school, perhaps more than any other, has emphasized practical courses in business



letter-writing. Widely adopted by schools in different parts of the country, this text was reissued a number of times. In 1921, Professor Hotchkiss and various co-authors published *Advanced Business Correspondence*, a standard work that has been revised several times and the last edition of which appeared in 1947.

Hotchkiss and his collaborators have to this day emphasized the careful adaptation of the business letter to its reader—in language, in intellectual capacity, in tone, and in style. They regard clearness, correctness, conciseness, courtesy, and character ("The Five C's") as the essential qualities of effective business English. In their text the main types of letters are explained and illustrated as producers of both business and good will.

This standard work is refreshingly free from doubtful statements of principles of so-called business psychology—in many cases impractical and unproven data haphazardly gathered. *Advanced Business Correspondence* (as was also *Business English*) is a straight-to-the-point, common-sense presentation of fundamental functions and tested practices of business letter writing, since the function of the one is usually to get action; whereas the functions of the other are mainly to enlighten or to entertain the reader.

Perhaps the two outstanding respects in which the treatment of the business letter in the modern textbook differs from that in the old-time books are, on the one hand, reader adjustment and, on the

other hand, the service and sales elements. In this highly competitive age of specialized business, the sender of a business letter is compelled to adjust his message as intelligently and practically as possible—in form, point of view, tone, and diction—to the particular class of customers or prospective customers whom he wishes to influence favorably. While the business letter of yesterday, as presented in the various books summarized in preceding articles, was couched in courteous and very correct English, its tone too often lacked the friendly element, the "you" appeal. Furthermore, the individuality of the writer was frequently completely hidden in the formal phrases and stilted constructions so much in vogue in the early days of American business.

The other main difference between the early and the modern text on business correspondence is one of point of view. In yesteryear's texts, the business letter was not regarded as primarily a business getter and a sales promoter. As a matter of fact, most of the early books did not even mention sales letters—in all probability because business was then promoted largely by personal representatives in face-to-face meetings. The all-important business element of good will was fostered by personal talks with the firm's customers.

Without exception, today's texts on commercial correspondence feature the sales and service elements as the *sine qua non* of writing designed to produce both business and good will. It is these indispensable elements that in large measure distinguish the letters of well-established, efficient concerns from those of slipshod, more inefficient establishments.

At any rate, our study of the early books on business letter writing has given us a new appreciation of, and a deeper respect for, the initiative and the resourcefulness of the American businessman, which qualities have in large part been responsible for the friendly, human, business getting letter as we know it and write it today.

(*The End*)

Book Review

ROBERT L. HITCH
University of Wyoming

REGARDLESS of what you think of Alvin Hansen, Stuart Chase, John Keynes, Henry Wallace, or Harry Truman, you will find this new treatise on an old economic problem most stimulating. *Economic Security and Individual Freedom* was written by Albert Lauterback, was published by Cornell University Press in 1948, costs only \$2.50.

The Eternal Fears

Mankind suffers from two great fears—oppression and depression—says Mr. Lauterback. He tells us that man reaches his highest point of socialization during the peak experiences of either of these fears. Wars make the skins and tongues of allies seem as one. Economic insecurity lowers the social fences of salary brackets. The instinct of self-preservation during wartime affords a new appreciation of our brothers. (Stuart Chase has said, "The young man of today no longer dreams of making his millions . . . only of obtaining security for himself and his family.")

In a masterful historic review of the various systems and their isms, Mr. Lauterback points out wherein each was doomed to failure from the outset. This failure was easy to predict, he says, because in each instance it provided only for local benefits, ignoring the needs and desires of the rest of the world. "One world and its needs" is definitely the thesis of his discussion.

Feeling that our economy and the other great economies of the world are approaching maturity, he says, "A laissez-faire policy today is Utopian; a totalitarian policy is devastating." Where does such a statement leave the Adam Smiths and the Joe Stalins of the twentieth century? Where does it leave the Franklin Roosevelts, the Wendell Wilkies, the Harry Trumans?

What About It?

The author holds that there is no point of divergence between an ordered, controlled economy and freedom of action (defining "freedom of action" as the individual exercise of one's own judgment for personal

and group betterment). He does not feel that freedom must necessarily imply the right to cut off one's economic head.

What, then, are some of the measures advocated by Lauterback? Planning, *definite planning*, on a national and international scale. Planning in terms of what each area can best produce, considering the cultures and resources of the people.

Does this mean free trade? By the shades of Cordell Hull, what next! Certainly it means free trade. We've had it for years between states haven't we? Why not between nations, asks Mr. Lauterback.

This economist believes that through (what he terms) industry-wide regulation, financial controls of production, co-operative enterprise, socialization, and nationalization there might evolve a pattern of social and economic control varying from country to country. Such a program would be flexible and would not stifle individual initiative or freedom of private enterprise.

Lauterback suggests several "checks" on the system to insure that those things held dear would not be taken from us. A parliamentary system in government would be the first stronghold for the individual. Democratic education would be equally important: it would train for participation in the system. Representation, what the author calls "functional representation," would be an ever-present protection for individuals.

Are These All Bad?

What is your first reaction when such terms as "the state," "mixed economy," "new deal," "government regulation," "social welfare," "progressive economists," and "planned economy" are mentioned? Your reviewer ventures that your responses to such catch phrases will be different after following Mr. Lauterback for three or four hours (that's really all the time required to read the book). Interesting reading, friends. And the book is all about business.

A Jury Verdict

Last November, the B.E.W. published the discussion of a panel of guest jurors on the subject, "Should occupational experience be required of business teachers?" Readers were invited to comment. Readers say—

No, You Should Not Require Job Experience

THE magazines in business education may hum with articles that emphasize the importance and value of occupational experience for business teachers; but, if you ask B.E.W. readers, they'll say, "Yes, job experience is fine and dandy. It's good. It's valuable. It ought to merit extra pay for the teachers that have it. But, require it of all business teachers? No indeed!"

At least, that is what they write the editor. Typical comments:

- LOUISE KENSY (Warren G. Harding High School, Warren, Ohio): Is it not characteristic of American thought to try *immediately* to make a good thing compulsory? Instead of writing a law, let us, rather, *sell* the experience to others.
- CAROL SMITH NELSON (Kent, Washington): Will the day come when business teachers will be required to have business experience? Heaven help us! Let that

read "urged" or "encouraged," but not "required"!

When it is already difficult enough to recruit teachers, why complicate the problem by adding another requirement? Occupational experience is desirable, yes; but use a little psychology—not "required," please.

- LUCILLE S. BORUIGO (Taft High School, Taft, Oregon): If teachers with successful work experience were paid on a higher scale than those without such experience, there would be more teachers getting that experience, and more of the qualified business teachers who are now working in the business world would be attracted back into the teaching profession.
- MILDRED J. CARAM (Lowell, Massachusetts): The day may never come when all business teachers in all communities will be *required* to have business experience. But surely the day is *here* when the progressive

community is aware of the great advantage in having such teachers

THE prize-winning response [The B.E.W. offered \$10 to the author of the most interesting letter about the panel discussion] was the contribution of EDITH L. TEEPLE, a teacher in Harbor High School, Ashtabula, Ohio, whose letter to the Jury Foreman follows:

Work experience for all commercial teachers? By all means. It is advisable; but—required? Ah, *requiring* occupational experience brings up real problems.

To name a few: In these days of high business wages and low teacher salaries, would you want to turn your embryonic teachers loose in an office? Would you expect them to march back to the classroom? Would you not lose some of them? Would the shrinkage in the teaching profession be offset by the improvement in those who do return?

Some more problems: Of the teachers who venture into offices, which ones would

return? Might not your returnees be those who are too timid to buck the hard business world or those unable to fulfill actual office requirements? Would these be the ones we would want in our classrooms? If we do any requiring, maybe we should postpone the time of getting job experience until after teachers have developed a real love for teaching—until they have a weapon with which to combat the enticements of business careers!

There are better ways of encouraging business teachers to get occupational experience than by waving over their heads a Department of Education ruling, you know. If a Board of Education put work experience on the same basis as advanced education in the matter of salary, there would be one fine urge for a summer's work in an office. Many of us find our present salaries provide us with a reason for summer work—we need the income; but, so long as factory work pays better than office work and is more relaxing, this latter reason is not so potent after all.

Work experience incorporated into an advance course at a university sounds wonderful to me. When I get my car paid for, so that I need not work all summer at the best-paying job I can find, I certainly want to enroll in such a course.

I am not talking out of inexperience. I left teaching for three years to do secretarial work in an office, and I found myself talking so much about teaching that I finally realized I was a teacher at heart; so I got back into the profession. (No, I was not discharged; I left my office position of my own free will.)

I did not crawl back into the classroom to "lick my wounds." I left what we office girls call a "cushy job" to take up the ten-hour-a-day job of full classroom schedule, night paper-grading, and all the extras that go with school teaching. Yes, my teaching is different because of my experience; it is better, more confident.

I can only conclude that work experience is priceless to a business teacher; and the sooner a *way* to require it is found, the better. But the real value to the teacher will be much enhanced if it comes through a good selling job on the basis of personal advantage. I am doubtful that the value will be the same if getting job experience is just another *required* credential prerequisite to getting a job, a certificate, or a raise.



"You didn't say anything about washing windows when you hired me!"

The Case of the Spurned Suitor



A friendly visit turned into a real fight. Dan shouted: "You stole my girl friend."

Tony sarcastically replied: "You are jealous. What of it if I did? Can't you keep her with *your* charms?"

In a fit of temper Dan picked up the rifle and shouted: "I'll get even with you! Is there anything more you would like to say before I shoot?"



Can Tony Recover When He Sues Dan for Damages Suffered from the Fright?



Dan: "The gun was not loaded."

Tony: "But I didn't know that, and you scared me so I just haven't been the same since. My nerves are shot. I cannot sleep . . ."

Yes, Tony was frightened because he thought the gun was loaded. Tony can collect for any damages suffered from this fright.—*Ethel Beatty Smith, Jamesburg, New Jersey, High School, and her students.*

What I Would Do about Ditto

If I Were Miss Davis

■ FRANK GREGOR, JR.
Ditto, Incorporated
Chicago 12, Illinois

IF I WERE Miss Davis and had her abilities, her training, and her determination to do something about the inadequacy of my teaching tools, one of the first steps I would take would be to call on the manufacturers of office equipment and say, "Look, you can help me. I want that help."

Perhaps we manufacturers of office equipment have been derelict in our duty to business teachers. Some of us have provided ready-to-use instructional booklets, it is true. Many of us provide classroom wall charts that are diagrams of the office machines we manufacture. All of us provide operation manuals for each machine we sell. But perhaps too few of us have spoken directly to business teachers to tell why and how business uses our equipment. If we had done this properly, all our Miss Davises would know how to ask for and to defend their requests for our equipment.

But if I were Miss Davis, I would initiate the effort to learn these things. Certainly she would be welcome at the nearest branch office of Ditto, Incorporated. She could get many kinds of help there—teaching aids, valuable trade in-

formation, and convincing arguments to support her requisitioning Ditto equipment. I am certain that the manufacturers of other kinds of office equipment and supplies offer a similar, valuable service.

Let me speak bluntly about Ditto machines — but first let me explain one thing: why it is necessary for Miss Davis *to go after the help and information she needs.*

You know what a salesman's job really is: selling. He is after immediate sales. His job is to make a living for himself and his family. He must follow avenues that lead to sales—the most sales, the quickest sales, the sales that do not require continuing and constant servicing and following up.

In one afternoon, one of our salesmen can call on six or seven prospects in business offices. He can get immediate decisions. He can get signatures "on the dotted line" and leave. He can earn a commission. He makes a direct sale to a direct customer.

But what happens when the Ditto representative—or the representative of any

Meet Miss Davis:

MISS DAVIS was the lone business teacher in Madisonville High School, an institution of about 500 students. Her program was an overload of six classes and a school newspaper, all of which she handled with normal conscientiousness in the face of lackluster administrative interest and inadequate tools.

When opportunity for action was unexpectedly provided (because an influential young graduate failed dismally in her first attempt to use her Madisonville training), Miss Davis whipped up interest and support, evolved a better program, got a lighter teaching load, obtained new equipment and supplies, and won a raise.

The *how* of this achievement, reported in the February B.E.W., page 335 ff., has stimulated a number of commentaries, the second of which is given in the accompanying article.

equipment manufacturer visits your school? The selling job is difficult. He must wait until the teacher is free. He must sell the need for and the use of the equipment to the teacher. But the sale is not completed; he must either wait for the teacher to sell the administrator or try to do the job for or with the teacher. The final decision is likely to be made much later and by someone the salesman has not had a chance to speak to. The time involved alone precludes the possibility of an equipment salesman's earning a commission by visits to business teachers.

The school visitor, moreover, must have double training. Each of our Ditto representatives is an expert in the office utilization of our equipment; but to sell to classroom teachers, a representative must know a great deal about teaching about what is feasible for the business-training course, about school budgets, about school instructional procedures, and so on. He must know, to illustrate just one factor in the problem, about various plans for conducting office-machine courses and about combination classroom-and-school-office use of equipment.

The school visitor must return time and again to a school. Each time there is a change of instructor or administrator, he may have to sell the value of his merchandise all over again.

All these aspects demand more of a salesman's time than he can afford. Most Ditto representatives can sell a score of machines to businessmen in the time it takes to wind up one sale to the business department of a school. If you were a salesman, which prospect would you court: the businessman or the business teacher?

So, if I were Miss Davis, I would not wait for a chance visit by the representative of an equipment manufacturer. I would make a personal visit to the nearest branch office of each manufacturer I could reach. I would say, "Look, you can help me." I would ask the branch manager to answer some specific questions. In the branch office of Ditto, In-



■ FRANK GREGOR, JR.

corporated, the conversation would go something like this:

MISS DAVIS: Is the Ditto machine important?

BRANCH MANAGER: We know that Ditto is important to business. More than 50,000 business organizations use Ditto equipment. Many companies use a number of machines.

MISS DAVIS: Why?

BRANCH MANAGER: There are two little three-word sentences that just about tell our Ditto story—"Ditto makes copies" and "Copies run business."

MISS DAVIS: Copies of what?

BRANCH MANAGER: Copies of every kind of instruction and information that has to be written.

MISS DAVIS: Name some.

BRANCH MANAGER: Orders to be filled. Records to be kept. Information to be passed along to salesmen, office personnel, or other groups. Bulletins. Memorandums addressed to several persons. News releases. Announcements. Actually, Miss Davis, every time you need more copies of a paper than you can type at one time, you need Ditto. I can show you samples of two hundred to three hundred different business papers and forms that have been prepared on Ditto.

MISS DAVIS: But there are many ways of making copies, aren't there?

BRANCH MANAGER: Ditto is prominent because it makes copies very quickly, very inexpensively—

MISS DAVIS: How inexpensively?

BRANCH MANAGER: If you use the Ditto gelatine process, which gives you up to a hundred copies, the hundred copies cost only about five cents. If you use the Ditto "direct" process—that's the liquid process, you know—you can get up to five hundred copies; of these, the first hundred costs you about nine cents and each additional hundred costs about three cents. That's for the printing, remember; the cost of the paper would be added on no matter how you prepare your copies.

MISS DAVIS: You mentioned the variety of things that business copies. Can you tell me which of those things are actually copied in our community?

BRANCH MANAGER: I can do better than that. I can give you a list of our businessmen who have Ditto machines, and you can get firsthand information directly from them.

MISS DAVIS (*remembering that part of her campaign is to meet her community's businessmen and to win their support*): I would certainly appreciate that. Can you tell me also what schools in our area are using Ditto machines for instructional use?

BRANCH MANAGER: I am glad to do so.

MISS DAVIS: Can you give me some special pointers that I could use to persuade my school administrator that I can make good use of a new Ditto machine?

BRANCH MANAGER: That I certainly can do! And could I tell you also about the instructional aids that we have available for you?

THIS scene can easily continue for a half hour or more while the branch manager develops Miss Davis's competency in speaking with authority about and for one of our units. If Miss Davis has time, someone in the branch office will be glad to teach her how to operate the machines if her training has not already included such instruction.

It seems to me that it is wise for business teachers to seek such information; indeed, perhaps it is their responsibility.

Business teachers are especially welcome guests at convention booths. Salesmen do not exercise any pressure on such guests; the salesmen know that few teachers can authorize an immediate order on the spot. The salesmen are eager to help teachers who visit the displays and say, "I am hoping to convince my principal that our department should have a Ditto machine for exclusive classroom use. Will you . . ." But it is, of course, best to visit the local branch office where details about local uses of the equipment can be learned.

When Miss Davis leaves the branch office of Ditto, she should have collected these types of helps: (1) What local offices are using Ditto machines—so that she can visit some of those offices and obtain copies of their work; (2) what nearby schools are teaching the use of Ditto equipment—so that she can obtain from them information about their teaching program, procedures, tools, rotation plans, and so on; (3) abundant literature explaining in detail the Ditto unit she needs, its operation, its function, and its cost; and (4) samples of the available instructional aids.

This is a great deal of new information for Miss Davis. It is information that, as a business teacher, she should have—whether or not she gets the Ditto machine she needs. It is information that will make it easier for her to bespeak her plans for using the units. It is information that is given gladly. It can be obtained in a brief visit. A day of visiting the offices of various equipment manufacturers would be, practically speaking, a course in office machines! I think I would spend a day like that, if I were Miss Davis.

And, if I may presume to suggest this, I should like to recommend that our Miss Davises *do* visit the Ditto branch office; for, of all the units of office equipment, the Ditto machine is probably the one instrument that, because of its multiple use in the school office and the classroom, is most easy to "sell" to school administrators.

Check List for Keeping Professional

■ LARZETTE G. HALE
Clark College
Atlanta, Georgia

THERE is much teaching "gold" to be received from the many professional experiences provided in the area of business education. Keeping professional enhances our investment in education and provides many resources for the improvement of our instruction. Many questions might be asked concerning our professional endeavors, but why not take a few minutes to answer twelve questions that might stimulate you if your professional activities are not quite up to par or make you feel proud of yourself if you have been mindful of such important experiences. Read each statement, and then evaluate it by placing a check in the appropriate box at the right. When you have finished, turn the page upside down to read the scoring instructions.

No, and I do not plan to	
I have	
No, but I plan to	
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For This School Year

1. Have you joined at least one national business education organization?
2. Have you joined your State Teachers Association?
3. Have you joined a local teachers' organization and actively participated?
4. Have you attended one professional convention, conference, or seminar for in-service teachers?
5. Have you subscribed to business education literature (free or subscription)?

Since Graduation

6. Have you completed further study in your field of concentration?
7. Have you shared any of your experiences with other teachers through published articles or research?
8. Have you tried out in your classroom a new idea that might be of value as research?
9. Have you made use of professional readings by using information gained where possible in your classroom?
10. Have you made contact with business interests in your community to determine kind of job opportunities for your students and the needs of the businesses in which they will serve?
11. Have you affiliated with civic business organizations and worked with the members in the execution of their local program?
12. Have you used a self-rating check list to rate your teaching effectiveness since you began teaching?

SCORING INSTRUCTIONS

(Take the "test" before reading these instructions!)

Value each check in each column one point. Then compare with the following:

(Column 1) 11-12 points, excellent; 8-10 points, good; 5-7 points, fair. (Column 2) 11-12 points, excellent plans; 8-10 points, good plans; 5-7 points, fair plans. (Column 3) If you checked more than two blocks in Column 3, you should seriously reconsider your professional attitude.

Here's the pen and the point for better Gregg Writing



Shorthand no. 9

Follow the advice of Dr. Gregg. Get greater fluency, higher accuracy, better legibility in your shorthand by using a fountain pen instead of a pencil.

The Esterbrook Fountain Pen with point number 1555 is Gregg-Approved.

The Esterbrook Fountain Pen is inexpensive, too. And should you ever damage the point, you can replace it yourself—instantly—at any pen counter. Ask for it by number. Complete Gregg-Approved Esterbrook Fountain Pen with point 1555 . . . only \$2.00. Extra Gregg points (No. 1555) . . . 35c.



Esterbrook

GREGG-APPROVED FOUNTAIN PEN

With The Right Point For The Way YOU Write

THE ESTERBROOK PEN COMPANY

Camden, N. J.

In Canada: The Brown Brothers, Ltd., Toronto

The BUSINESS EDUCATION World

TEACHERS'

SERVICE DEPARTMENT

April Transcription Project: Signposts

■ MARGARET FORCHT ROWE
Howe High School
Indianapolis, Indiana

CERTIFICATES are signposts! Transcription certificates measure achievement in the area of mailability! We, as teachers, aspire to train worthy stenographers. We teach, drill, test, reteach, entreat, persuade. In every way we try to encourage our pupils to achieve this goal of acceptable work.

Our progress, and the progress of our pupils, is ascertainable. If, in dictating material such as is actually used in business, our pupils present mailable work within certain time allotments, we have found signposts. They indicate the speed with which the pupils co-ordinate their learning.

Pupils are as interested in these indicators, or certificates, as we. They want to progress as far and as rapidly as they are able. Present this month's project. Give them an opportunity to measure themselves. They'll enjoy it, too.

Presenting the Project

If you use a "TP" (Transcription Project) for a pleasant variant in regular secretarial teaching materials, you can, of course, make whatever use of it you wish. If you wish to use this month's or any month's TP as a basis for winning those desirable and highly motivating certificates,¹ however, we

must ask you to observe the following procedure very closely.

Step 1. Duplicate, write on the board, or dictate the following information for the students:

To: Students in (Course Designation)
From: (Instructor's name)
Subject: Special Transcription Project

Assume that you work for Longcamp & Fox, Inc., an advertising agency. The account executives are A. J. Longcamp, D. H. Fox, and P. K. Schneiger. The agency's attorney is G. G. Turpin, 1458 Continental Building, Denver, Colorado. Mr. H. T. Clouser, President of Vitaneeenes, Inc., 485 Tower Building, Denver, Colorado, is a client. Mr. Longcamp has received the following letter from Mr. Clouser:

"The ad copy you submitted for the local newspaper run is unacceptable.

"You state, 'Vitamin VJ₂ cures peptic ulcers'; and furthermore you fail to include in the ad, 'Warning: If pain persists, discontinue use. See your physician.'

"Do you people realize that that statement could involve us in an expensive court action? We pay you to produce legal, effective copy—yet it seems necessary to check on you carefully.

"If you expect to retain this account, you'll need to improve your methods."

Mr. Longcamp calls you for dictation. He dictates an answering letter to Mr. Clouser, a letter to Turpin, and two interoffice memorandums in a form similar to this memorandum to you.

You will need these supplies: (1) two letterheads; (2) two memorandum letterheads or two sheets of plain white paper for interoffice memos; (3) four file-copy sheets; (4) four carbon-copy sheets; and (5) two sheets of carbon paper.

As Mr. Longcamp dictates to you, he changes his wording from time to time; you are to be sure that your transcript is exactly as he wants

¹ Three certificates are available; so you can work out a continuing plan for motivating your classes. The Junior Certificate of Transcription Proficiency is awarded to those who transcribe the entire project at a minimum rate of 10 words a minute; the Senior certificate, at a minimum rate of 15 words a minute; and the Superior certificate, at a minimum rate of 25 words a minute. The total number of words in the project (521 this month) divided by the exact number of minutes required for the transcription, including time for assembling papers, carbons, and so on, gives the rate. These rates are harder to achieve than one would expect, and the certificates certify genuine skill.

it. Mr. Longcamp sometimes makes a slip in grammar, too; and he expects you to correct any such error when you transcribe his material.

Step 2. After checking that the students have the supplies enumerated above and that they understand the instructions, dictate the following material. You may dictate at any rate you wish, but the dictation should be at a pace near that observed in other dictation that you have recently been giving the students; this test is one of transcription, you see, not of shorthand-recording skill. Indicate the changes by your voice inflection—not always are the changes indicated by such expressions as "Change that" or "No."

[*Note: In this copy, the italicized portions indicate words that you say but that the students do not transcribe. When correcting the transcripts later, you need only read the nonitalicized portion. You should dictate every word given here.—Editor]*

Take a letter to Clouser. Carbon copy to Fox.
Dear Mr. Clouser: We are extremely sorry that it was necessary for you to call our attention to an obvious error—change that—to a legal technicality in our ad copy. We can only say that—cut that out. Paragraph. There can be no excuse offered for such an oversight. Our legal adviser, if not the ad-copy man, should have made a change—change that—should have corrected the statement. New copy will be prepared promptly. Paragraph. Every effort will be made to see that—no. We trust that you will have no occasion to call us derelict in our responsibilities again. Sincerely yours.

Now a letter to Turpin with a carbon copy for Fox. It may interest you to know that we have had a letter from Clouser, of Vitameenees, Inc., reprimanding us for an error in the ad copy submitted to him. Paragraph. Just in case you haven't kept track, this is the third time that it has been necessary for a client to write us—uh-h—to point out legal errors in our ad copy—change that—in submitted copy. Paragraph. We pay you—cut that out. Granted that the ad man should not make mistakes—no—should be more careful in preparing his copy; but, regardless of what he writes, it is your professional responsibility to catch these errors—cut that—this type of error. Paragraph. Clouser says—insert second paragraph of his letter. Paragraph. As you can see, we have no comeback. It is pure negligence! Paragraph. If you have neither the time or* the interest for our work, please let us know. Very truly yours.

Send this memo to Schneiger. Carbon copy for Fox. We have received a letter from

* nor

Clouser, of Vitameenees, Inc. His second and third paragraphs say—copy them. Paragraph. Until you become better acquainted with handling proprietary copy, it might be wise—no-advisable to have me check it before it goes out, regardless of whether it has been O.K.'d by the legal adviser. Paragraph. The word cure—underline—cannot be used in this ad. We suggest (quote) aids in alleviating (unquote) or (quote) tends to control (unquote) or (quote) may help alleviate (unquote). Be sure to include the warning statement because failure to stop usage as indicated on the label may produce serious consequences. Paragraph. If all is not clear, please see me.

Memo to Fox. Attached are four copies of letters concerning the Clouser account for your information. Include a copy of Clouser's letter.

Step 3. Without giving the students any assistance, time their transcription. As each student completes his transcripts tell him how many minutes he has taken and direct him to write the number of minutes on the top of the first letter.

Step 4. When all students have completed the test, correct the papers by reading the nonitalicized type given in the test take.

Step 5. Select all the sets of transcripts that are completely mailable (no misspellings, untidy erasures, uncorrected typographical errors, serious deviation in wording, or poor placement) and send them to the Business Education World Teachers Service Department, 270 Madison Avenue, New York 16, for certification. Staple the pages of each set of transcripts (originals only) together. Show the student's name, rate, certificate he has earned, and name and address of the school. With the packet of transcripts (please, not less than five sets) send also 10 cents by money order, school check, or B.E.W. stamps for each student's set of transcripts, to cover in part the cost of printing, mailing, and judging; and a covering letter that summarizes the names of the participants and the speeds of their transcription.

Last Reminder. There is no dead line for submitting the transcripts. You may use the projects any time this school year, provided only that the material is new to the students at the time you dictate it. And remember, send us only the original copies—no carbon copies or notes. Use first-class mail or express in shipping the papers.

KRESKOW PAPER COMPANY
Two Park Lane
Boston, Massachusetts

Apr. 7, 1949 1

Charles P. Davis 2
Cardwell Insurance Co. 3
2730 Main Street 4
Brookline, Mass. 5

Dear Mr. Davis; 6

Yesterday I took into our stationary, experts office, yours 7
and my correspondents concerning the trouble you're stanographers' 8
have had in useing the stationary we deseigned from you. I ask 9
his advise. 10

He said that could not of course, diagnos the trouble accept 11
actualy analizing a few blank sheets. It is possible, that, thr- 12
ough negligents on the part of won of our employee, your paper 13
maynot have been made accordingly to theproper formular. If this 14
is the case we shall, of course, be glad to take back all you're 15
present stock; and replace without no cost to you. 16

I wonder weather you would care to come to your offise someday 17
next week. I like to show you the to knew floors we have added 18
to our estalbishment. I want to sit in some of the luxurius 19
chairs we have proved for visiters an friends. The counsel room 20
is on of the most beautifully-furnished rooms in the building 21

If you would like to sea your new officers, and will let me 22
know the most convenient day; perhaps we can have lunchuon toge- 23
ther; and discuss the letter-head situatoin at tha time? 24

Cordialy your, 25

KRESKOW PAPER INCORPORATED 26

E. Murray Finch 27
MF:al 28

You and your students will enjoy this
month's WWT. You may duplicate copies
for classroom use or obtain reprints from
the B.E.W. at 3 cents each.

"Par" for a "junior" certificate is 56
errors found; for a "senior" certificate,
64; for a "superior" certificate, 73. The
key is given on page 509.

April Bookkeeping Awards Contest

Cash Prizes
Closing Date:
May 6, 1949

■ **MILTON BRIGGS**
Senior High School
New Bedford, Massachusetts

HERE is the seventh in the BUSINESS EDUCATION WORLD's series of monthly bookkeeping contests. One more problem, the last in the current series, will appear in the May issue. Your students will find these contests a welcome change from the usual textbook routine, and all of them have an opportunity to earn certificates of achievement and cash prizes for their work.

Please read the rules carefully before you launch the bookkeeping contest in your classroom. The rules were given on page 436 of the March issue.

General Instructions

Please read the following introductory paragraphs to your bookkeeping students: Mr. Sherman Trent is the owner and mana-

ger of The Treasure Shop. Here there are gifts for all occasions the year round, and hundreds of articles to help provide happy hours for hobbyists everywhere.

In this contest assume that you are employed by Mr. Trent as bookkeeper for his Treasure Shop. It is now the end of his first month in business, January 31, 1949. Instructions for the duties you are to perform at this time follow the trial balance below.

(TEACHERS: Please dictate the following trial balance, or have it duplicated or written on the blackboard.)

Assignment A, for a Junior Certificate

Prepare a ten-column work sheet. Use either ink or pencil. Other information to be considered, in addition to the trial balance figures: Merchandise Inventory at the end of Mr. Trent's *first month* in business, \$7,712.50; expired insurance \$50; supplies

THE TREASURE SHOP SHERMAN TRENT, PROPRIETOR

Trial Balance
January 31, 1949

Cash	1,368.60	.....
Notes Receivable	515.00	.....
Accounts Receivable	1,830.77	.....
Prepaid Insurance	600.00	.....
Supplies on Hand	745.00	.....
Equipment	12,000.00	.....
Notes Payable	.....	2,200.00
Accounts Payable	.....	2,149.05
Pay-Roll Taxes Payable	.....	25.51
Sherman Trent, Capital	.....	20,000.00
Sherman Trent, Drawing	200.00	.....
Sales	.....	4,686.92
Purchases	10,780.95	.....
Transportation on Purchases	19.89	.....
Advertising Expense	74.50	.....
Bank Service Charge	1.50	.....
Heat and Light	56.76	.....
Office Expense	34.92	.....
Pay Roll	542.60	.....
Pay-Roll Taxes	20.08	.....
Rent Expense	200.00	.....
Repairs Expense	63.93	.....
Telephone and Telegraph	6.92	.....
	29,061.48	29,061.48

Prize Winners in the Monthly Bookkeeping Contests

(September through December, 1948. Teachers names in italics)

MONTH	JUNIOR	SENIOR	SUPERIOR
September	Joanne Sickler High School Johnson City, New York <i>Marie Reynolds</i>		
(First Prize)			
October	Betty Blundell High School Chadron, Nebraska <i>E. L. McEwing</i>	Pierrette Martel Saint Roch's Convent Quebec, Que., Canada <i>Sr. Saint Eustelle-Marie</i>	
(First Prize)			
November	Theresa LeClaire Killingly High School Danielson, Connecticut <i>Frederick J. Oliva</i>	Evelyn Amerson Union High School Lemoore, California <i>D. E. Hawton</i>	Joyce Robbins Peters High School Southborough, Mass. <i>Eva C. Hayward</i>
(First Prize)			
December	T. C. Battle, III Oakwood College Huntsville, Alabama <i>C. E. Galley</i>	Helene Lessard Saint Ann's Academy Montreal, Quebec, Canada <i>Sr. Mary Ann Laura</i>	Virginia Hatter Eastern High School Lansing, Michigan <i>Miss Gunnison</i>
(First Prize)			

used \$104.10; depreciation of equipment \$100.

For the information of teachers only, here (in simple journal form) are the adjusting-entry figures to be recorded in columns 3 and 4 of the work sheet:

Merchandise Inventory	\$7,712.50
Purchases	\$7,712.50
Expired Insurance	\$50.00
Prepaid Insurance	\$50.00
Supplies Used	\$104.10
Supplies on Hand	\$104.10
Depreciation of Equipment	\$100.00
Reserve for Depreciation of Equipment	\$100.00

No other adjustments are to be made at this time.

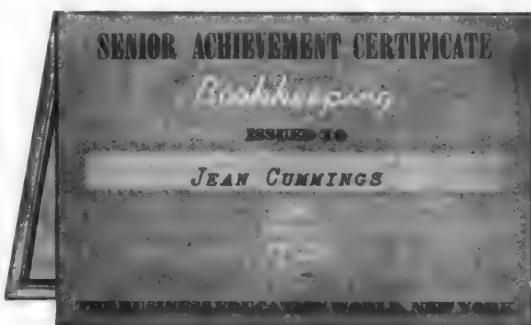
Assignment B, for a Senior Certificate

Do Assignment A. Then prepare a profit and loss statement covering the first monthly fiscal period. Use pen and ink. Send only your statement for a Senior Certificate, not your work sheet.

Assignment C, for a Superior Certificate

Do Assignment A. Then prepare a balance sheet as of January 31, 1949. Use pen and ink. Send only your balance sheet for a Superior Certificate, not your work sheet.

Every one of your students who submits a satisfactory solution for the April bookkeeping contest earns one of these worthwhile certificates of achievement.



NEW OBE CHAPTERS

So far this school year, five more schools have earned their charters for chapters of the Order of Business Efficiency.

Robinson Seminary, Exeter, New Hampshire. Mrs. Elsie F. Keene, sponsor.

Holy Trinity High School, Roxbury, Massachusetts. Sister Mary Ilga and Sister M. Ernesta, sponsors.

Newport High School, Newport, Arkansas. Mrs. C. LaFevers, sponsor.

Holy Trinity School, Okarche, Oklahoma. Sister M. Lioba, sponsor.

Mallinckrodt High School, Wilmette, Illinois. Sister Marita, sponsor.

■ THE GREGG WRITER DICTATION MATERIAL

The Upper Berth

From "Wandering Ghosts,"
F. MARION CRAWFORD

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PART III

THE MORNING DAWNED at last, and I dressed myself slowly, thinking over all that had happened in the night. It was a beautiful day and I went on deck, glad to get out into the early, pure sunshine, and to smell the breeze from the blue water, so different from the noisome, stagnant odor of my stateroom. Instinctively I turned aft, toward the surgeon's cabin. There he stood, precisely as on the preceding day.

"Good morning," said he quietly, but looking at me with evident curiosity.

"Doctor, you were quite right," said I. "There is something wrong about that place."

"I thought you would change your mind," he answered, rather triumphantly. "You have had a bad night, eh?"

I tried to explain what had occurred. I dwelt particularly on the phenomenon of the porthole, which was a fact to which I could testify, even if the rest had been an illusion. I had closed it twice in the night, and the second time I had actually bent the brass, wrenching it with my stick. I believe I insisted a good deal on this point.

"You seem to think I am likely to doubt the story," said the doctor, smiling at the detailed account of the state of the porthole. "I do not doubt it in the least. I renew my invitation to you. Bring your traps here, and take half my cabin."

"Come and take half of mine for one night," I said. "Help me to get at the bottom of this thing."

"Not I," said the doctor quickly. "It is my business to keep my wits about me—not to go fiddling about with ghosts and things."

"Do you really believe it is a ghost?" I inquired, rather contemptuously. But as I spoke I remembered very well the horrible sensation of the supernatural which had got possession of me during the night. The doctor turned sharply on me.

"Have you any reasonable explanation of these things to offer?" he asked. "No; you have not. Well, you say you will find an explanation. I say that you won't, sir, simply because there is not any."

"But, my dear sir," I retorted, "do you, a man of science, mean to tell me that such things cannot be explained?"

"I do," he answered stoutly. "And, if they could, I would not be concerned in the explanation."

I did not care to spend another night alone in the stateroom, and yet I was obstinately determined to get at the root of the disturbances.

I do not believe there are many men who would have slept there alone, after passing two such nights. But I made up my mind to try it, if I could not get any one to share a watch with me.

A little later I met the captain, and told him my story. I said that, if no one would spend the night with me, I would ask leave to have the light burning all night, and would try it alone.

"Look here," said he, "I will tell you what I will do. I will share your watch myself, and we will see what happens. It is my belief that we can find out between us. There may be some fellow skulking on board, who steals a passage by frightening the passengers. It is just possible that there may be something queer in the carpentering of that berth."

I suggested taking the ship's carpenter below and examining the place; but I was overjoyed at the captain's offer to spend the night with me. He accordingly sent for the workman and ordered him to do anything I required. We went below at once. I had all the bedding cleared out of the upper berth, and we examined the place thoroughly to see if there was a board loose anywhere, or a panel which could be opened or pushed aside. We tried the planks everywhere, tapped the flooring, unscrewed the fittings of the lower berth and took it to pieces—in short, there was not a square inch of the stateroom which was not searched and tested. Everything was in perfect order, and we put everything back in its place. As we were finishing our work, Robert came to the door and looked in.

"Well, sir—find anything, sir?" he asked, with a ghastly grin.

"You were right about the porthole, Robert," I said, and I gave him the promised sovereign. The carpenter did his work silently and skillfully, following my directions. When he had done he spoke.

"I'm a plain man, sir," he said, "but it's my belief you had better just turn out your things, and let me run half a dozen four-inch screws through the door of this cabin. There's no good never came o' this cabin yet, sir, and that's all about it. There's been four lives lost out o' here to my own remembrance, and that in four trips. Better give it up, sir—better give it up!"

"I will try it for one night more," I said.

The captain was not a man to be led away by an idle tale, and the mere fact that he was willing to join me in the investigation was proof that he thought there was something seriously wrong which could not be accounted for on ordinary theories, nor laughed down as a common superstition. To some extent, too, his reputation was at stake, as well as the reputation of the ship. It is no light thing to lose passengers overboard, and he knew it.

About ten o'clock that evening he came up to me and drew me aside from the beat of the other passengers who were patrolling the deck.

"This is a serious matter, Mr. Brisbane," he said. "We must make up our minds either way

—to be disappointed or to have a pretty rough time of it. You see I cannot afford to laugh at the affair, and I will ask you to sign your name to a statement of whatever occurs. If nothing happens tonight we will try it again tomorrow and next day. Are you ready?"

So we went below, and entered the stateroom. The captain closed the door behind us and bolted it.

"Supposing we put your portmanteau before the door," he suggested. "One of us can sit on it. Nothing can get out then. Is the port screwed down?"

I found it as I had left it in the morning. Indeed, without using a lever, as I had done, no one could have opened it. I drew back the curtains of the upper berth so that I could see well into it. By the captain's advice I lighted my reading lantern, and placed it so that it shone upon the white sheets above. He insisted upon sitting on the portmanteau, declaring that he wished to be able to swear that he had sat before the door.

Then he requested me to search the stateroom thoroughly, an operation very soon accomplished, as it consisted merely in looking beneath the lower berth and under the couch below the porthole. The spaces were quite empty.

"It is impossible for any human being to get in," I said, "or for any human being to open the port."

"Very good," said the captain calmly. "If we see anything now, it must be either imagination or something supernatural."

I sat down on the edge of the lower berth.

"The first time it happened," said the captain, crossing his legs and leaning back against the door, "the passenger who slept here, in the upper berth, turned out to have been a lunatic—at all events, he was known to have been a little touched, and he had taken his passage without the knowledge of his friends. He rushed out in the middle of the night and threw himself overboard, before the officer who had the watch could stop him. We stopped and lowered a boat; it was a quiet night, just before that heavy weather came on; but we could not find him. Of course, his suicide was afterward accounted for on the ground of his insanity."

"I suppose that often happens?" I remarked, rather absently.

"Not often—no," said the captain; "never before in my experience, though I have heard of it happening on board of other ships. On the very next trip—What are you looking at?" he asked, stopping suddenly in his narration.

I believe I gave no answer. My eyes were riveted upon the porthole. It seemed to me that the brass loop-nut was beginning to turn very slowly upon the screw—so slowly, however, that I was not sure it moved at all. I watched it intently, fixing its position in my mind, and trying to ascertain whether it changed. Seeing where I was looking, the captain looked, too.

"It moves!" he exclaimed, in a tone of conviction. "No, it does not," he added, after a minute.

"If it were the jarring of the screw," said I, "it would have opened during the day; but I found it this evening jammed tight as I left it this morning."

I rose and tried the nut. It was certainly loosened, for by an effort I could move it with my hands.

"The queer thing," said the captain, "is that the second man who was lost is supposed to have got through that very port. We had a terrible time over it. It was in the middle of the night, and the weather was very heavy; there was an alarm that one of the ports was open and the sea running in. I came below and found everything flooded, the water pouring in every time she rolled. Well, we managed to shut it, but the water did some damage. Ever since that the place smells of sea water from time to time. We supposed the passenger had thrown himself out, though the Lord only knows how he did it. The steward kept telling me that he cannot keep anything shut here. Upon my word—I can smell it now, cannot you?" he inquired, sniffing the air suspiciously.

"Yes—distinctly," I said, and I shuddered as that same odor of stagnant sea water grew stronger in the cabin. "Now, to smell like this, the place must be damp," I continued, "and yet when I examined it with the carpenter this morning everything was perfectly dry. It is most extraordinary—hallo!"

My reading lantern, which had been placed in the upper berth, was suddenly extinguished.

(To be concluded next month)

■ Each month the BUSINESS EDUCATION WORLD presents some 5,000 words of new dictation material for the use of shorthand teachers. The materials selected for this purpose are given in perfect Gregg Shorthand in the same month's issue of THE GREGG WRITER. Through the use of the following cross-index, these dictation materials serve also as a ready key to the shorthand plates in that magazine.

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The History Lesson

From "Ramblings of Paidagogos"

THE BOY sat at the back of the classroom and let his thoughts trail off. So long as he sat still and kept his nose in the book, he was relatively safe from intrusion. He had learned the trick of it years ago. Movement was what caught the teacher's eye, restlessness. He wrinkled his forehead and assumed an attitude of earnest concentration.

The windows³ were open. The spring air was like wine—provocative, stimulating. On the school ground the trees were already⁴ bursting into bud, and the janitor's little garden was gay with irregular clumps of crocus. The birds chirped⁵ incessantly. Below the windows, the boy could hear a nondescript muster of dogs running helter-skelter over⁶ the grass and snarling in mimic fury. He wondered if Jock were among them. There was some advantage in being⁷ a dog!—no one cooped you up when the sun was shining. He thought of Jock having to learn history and chuckled⁸ very softly to himself. Dog-history—dog-hygiene—dog-Latin.

Baseball had begun. The boy was keen on baseball⁹—good at it. His pitching was faster this year. With a bit of luck he'd make a regular place on the school team.¹⁰ He caught himself flexing his right arm, and raised his hand to rub the back of his head meditatively. Yes, he'd burn¹¹ them over the plate for sure. The stuff was there this year—lots of it—

He became aware that Mr. Addison was¹² talking, that there was no longer any need for him to scowl fixedly at his book. He had another technique¹³ now to preserve his detachment. Sitting very erect, he allowed his eyes to rest on the lower part of Mr.¹⁴ Addison's face, and composed his expression to suggest a deep, if rather resigned, interest.

An odd man.¹⁵ Mr. Addison—unpredictable. The boy sometimes had an uneasy feeling that his mental defenses¹⁶ were not very secure, that Mr. Addison looked clean through them at will. But nothing was said about them, and that¹⁷ was comforting—or it ought to be comforting. His mind wandered back to baseball—

A quality in Mr.¹⁸ Addison's voice arrested him. That was always the way of it—a warmth and a witchery that he was unable¹⁹ to resist. The boy tried to shake it off, to wrap himself about in his own thoughts. But he knew beforehand that there²⁰ was no hope for him, that he would be carried off to visit far places and to dream strange dreams.

What was there in Mr.²¹ Addison to move him so much? A quiet man most of the time—on the street no one would look at him twice. But²² he had a sense of drama, a queer emotional zest when the mood was on him. He had the power to quicken²³ the past with pulsing life, to call up knightly forms and deathless glories. Troy lived again in him, and the Arthurian²⁴ heroes. Somehow, the dusty stories in the book became vital when Mr. Addison touched them with the magic²⁵ of his sensitive and compelling spirit.

The Elizabethans! Why had they seemed so

flat and unreal²⁶ before? The boy had read about them often enough—could write passable notes on most of them if he had to. But²⁷ these people had been tremendously alive! The classroom was filled with their swaggering assurance, their roaring laughter,²⁸ their magnificent love of England. Ben Jonson, Shakespeare, Essex, Drake—they were all there. And Elizabeth herself.²⁹ How she queen'd it over them! He could see her in her pearl-encrusted robes—could hear her swearing great Tudor oaths³⁰ and stamping her foot at the bare mention of the Spaniard.

The boy's heart went out with the little ships against the³¹ Armada. He met the dark tides and felt the rushing breath of victory.

But there was another note in Mr.³² Addison's voice now, a deeper note. A little stir went through the boy's body as he waited. Sir Philip Sidney—that³³ was it—the old story of Zutphen. It had been a commonplace thing when he read it in the book. How had he been³⁴ so blind, so unheeding? Somehow the boy was in the classroom no longer—he was kneeling by the side of the stricken³⁵ hero in an agony of solicitude, sharing his gallant spirit, whispering his devoted words.³⁶ "Thy need is greater than mine." "Thy need"—the splendor of it caught at his throat, misted his eyes—"Thy need is greater than³⁷ mine."

The boy was taken up into a more spacious world, a world of chivalry and passionate idealism.³⁸ He was filled with inchoate longings and tremulous aspirations. Each overtone of his teacher's voice, each³⁹ pulsation of his teacher's heart reached out to him, touched him with the strange witchcraft of a generous and sincere⁴⁰ emotion.

Minutes passed before he came back to a sense of his immediate surroundings, before the features of⁴¹ the classroom took substantial form. Slowly and reluctantly, the heroic figures dissolved, the field of Zutphen⁴² faded. But the alchemy of the magnanimous vision persisted in his veins—would persist long after the⁴³ name of Zutphen was forgotten.

The lesson was over. Mr. Addison was asking no questions, pointing no⁴⁴ moral. He was standing quietly by the window looking out across the school ground. Gradually the sounds of⁴⁵ Springtime flowed back into the boy's mind. He could hear the dogs barking—the birds singing—(914)

Junior O.G.A. Test

Dear Catherine,

Rising with the sun and going to bed with the chickens may not sound like a vacation, but I¹ think that you will enjoy this farm life.

The food situation is very good—you always get the best of everything.² If you sample everything we have, which we hope you will, you will probably go home heavier than³ you were when you came.

The young colt I wrote you about is now fully trained and in perfect shape for riding.

Do write⁴ me soon, and let me know just when you're coming out West.

Lovingly,
Darlene (93)

April Lore

H. E. ZIMMERMAN
In "The Kablegram"

APRIL DATES are of tremendous significance in the story of the United States. It was the month of¹ Lexington, forerunner of our national independence. The battle, the first in the War of the Revolution,² was fought on April 19, 1775. The day, Patriot's Day, is a legal holiday³ in Maine and Massachusetts. It was on the preceding day that Paul Revere rode into everlasting fame.⁴

April 12, 1861, saw the bombardment of Fort Sumter, and North and South seeking the death grip⁵ on each other's throats. It was on April 9, 1865, that the fratricidal war ended, when⁶ Lee surrendered at Appomattox Court House and the Southern Confederacy became a lost cause.

April 1917, saw the United States enter World War I, which remade the map of continents. It was⁷ on April 25, 1898, that the United States formally declared war on Spain. Cuba⁸ emerged from this war a free and independent nation, and Spain's authority in the New World came to an⁹ end.

Thomas Jefferson was born on April 13, 1743; and it was in April that¹⁰ he bought an empire for a song, the Louisiana Purchase, more than a million square miles for \$27,000,000.¹¹ James Buchanan, fifteenth President, was born in April, 1791.

April¹² was the birth month of two mighty soldiers—Ulysses S. Grant and Oliver Cromwell. It saw the birth of Washington¹³ Irving, the first American writer to attract attention abroad, who gave us the classics "Rip Van Winkle"¹⁴ and "Legend of Sleepy Hollow." Oliver Goldsmith, author of the immortal "Vicar of Wakefield," "Deserted¹⁵ Village," and "She Stoops to Conquer," was born in April.

April saw the establishment of the first United¹⁶ States mint. Lister, father of modern antiseptic surgery, was born in April. On April 24,¹⁷ 1704, the *Boston News-Gazette* appeared. These are only a few of the many important events¹⁸ that April has furnished us in history.

Many prominent persons were born on April Fool's Day. In England,¹⁹ for example, are Sir Archibald Bodkin, the law's contribution, and Doctor Barnes, Bishop of Birmingham,²⁰ representing the church. From the stage, there is Cicely Courtneidge; and from the screen, Wallace Beery. Well-known historical²¹ figures who were born on April 1 include Bismarck; William Harvey, famous scientist of the sixteenth²² century; and Edmond Rostand, French dramatist, who died some years ago.

In legendary lore we learn that April²³ Fool's Day originated with Noah in the Ark and is an ancient Indo-Aryan custom. The Hindus²⁴ still celebrate it as the festival of Holi, the chief feature of which is to send someone on a futile²⁵ errand. According to Eastern lore, Menu (Noah) celebrated the first expedition of his dove on the²⁶ day that approximates our first day of April. The custom of fooling people spread slowly to Europe, and from²⁷ France to

Great Britain not earlier than the eighteenth century.

In India this is still a day of merrymaking.²⁸ Even the most sober people wait at corners with syringes filled with a bright pink liquid, which they squirt²⁹ on friends or strangers; none are supposed to take offense.

April silliness probably began in 1564,³⁰ when Charles X of France turned the calendar upside down and switched New Year from April 1 to January³¹ 1. Sticklers for tradition were upset and wanted to keep on celebrating the old day. So, their modern³² neighbors sent them silly presents and greetings on April 1 and called them "poisson d'Avril" (fish of April), or a³³ young one easily caught; hence, a sucker. (687)

Funny Little Pebble

As concluded in "The American Digest,"
from "The American Weekly,"
January 18, 1948

TO EVERY PERSON of imagination there's always a stroke of fortune waiting somewhere ahead; but, if¹ and when it comes to you, you may be no more ready to pounce on it than was the mother of little Louisa² Jacobs, whose "funny fire-spitting pebble" launched the multi-billion-dollar Kimberley diamond rush but brought her³ family only regret.

Louisa, who was twelve when it happened, died not long ago in Johannesburg, South⁴ Africa, still remembering that odd-looking stone she rolled across the kitchen floor years ago and wondering⁵ what might have happened if her mother hadn't been too busy to pay any attention.

Louisa and her parents⁶ and her four brothers and sisters lived in Hope Town, a cluster of hovels on the banks of the Orange River.⁷ It was a struggling community of Boer farmers, and the one store in town stocked no toys because the customers⁸ could afford only those necessities they couldn't produce themselves.

That didn't prevent Jan Jacobs' children from⁹ making or finding their own playthings. One of their games, five stones, was played with pebbles. Louisa, searching along the¹⁰ river bank, found one that seemed particularly suitable. It flashed in a way that fascinated her, and she¹¹ hurried to the house to show it to her mother.

"Look at this funny pebble; it spits fire at you when it rolls,"¹² Louisa said. Frau Jacobs turned to look.

"I don't see anything strange about it," she said.

"See how it flashes," Louisa¹³ said.

Frau Jacobs wouldn't be bothered. "Have I got time to look at pebbles?" she demanded. "Can't you see I'm busy?"¹⁴ Go away and play."

Nobody was interested in Louisa's "blinke klip" (flashing stone) until one day¹⁵ she "made bold" to show it to Van Niekerk, a neighbor, who said: "It looks like a piece of quartz."

Just then a providential¹⁶ opening in the clouds let a ray of sun enter.

"Look now," said Louisa.

"Say, that might be something," cried Van¹⁷ Niekerk. "May I buy it?"

But Louisa's parents had not seen what their caller had seen and refused to accept money¹³ for a shiny stone. If Van Niekerk cared to bother to have the thing examined, he could take it—and that was¹⁴ the last the child saw of her spitfire stone.

Four weeks later the neighbor show it to Casey O'Reilly, a traveling salesman, who promised to have it appraised at Capetown and report back on his next trip. O'Reilly returned the¹⁵ flasher, fifteen months later, with the news that it was a valuable diamond. Van Niekerk thanked him, gave him¹⁶ nothing, and sold it to the Cape Government for five hundred pounds, then worth twenty-five hundred dollars. He turned none¹⁷ of this money over to the honest Jacobs family, who admitted that they had given him the "blinke" klip.

The stone was shown at the Paris Exhibition of 1867, causing a rush of¹⁸ geologists and prospectors to South Africa and leading to the discovery of the "mother lode," the¹⁹ fabulous Kimberley diamond mines.

Louisa grew up to marry a diamond prospector, lived modestly²⁰ and died modestly, a grandmother, at the age of ninety-two. In all that time she wore just one very small but²¹ very precious diamond, which was in her engagement ring.

However, the "Mother of the Mother Lode" collected²² books and clippings on important diamonds, from the Hope—which was the unluckiest of the lot—down to the²³ "Horseshoe," found in the United States.

Grandma Louisa was most interested in the "Horseshoe," because it was²⁴ found by a youngster, appraised at the same value as her find, and may lead to the discovery of a mother²⁵ lode.

Some fifteen years ago, young William (Punch) Jones and his father were pitching horseshoes behind their home at Peterstown, West Virginia. No matter how good Punch thought himself when he proudly shouted, "a ringer," it was an²⁶ underestimate. He had made the greatest pitch of all time in the game of "barnyard golf." The shoe had unearthed a shiny, greenish stone that both he and his father thought to be a diamond; yet for twelve years they hesitated to²⁷ find out.

In 1944, the stone was tested by R. J. Holden, Professor of Geology²⁸ at Virginia Polytechnic Institute, who found it to be a slightly off-color diamond with one²⁹ minute flaw and a museum value of about twenty-five hundred dollars.

Where did it come from? Probably³⁰ in the last ice age, it was scraped up from the Arctic and dropped in West Virginia. (795)

Actual Business Letters

Housebuilders, Inc., 44 Fleet Street, Trenton, New Jersey. Gentlemen:

A few days ago—the evening¹ of April 3, to be exact—I inspected the one-family house you are building for me on Maple² Avenue. I was disappointed to note the manner in which several matters have been handled.

Much valuable³ material had been left outside without any covering to protect it against

deterioration⁴ from the weather, and no watchman was in attendance to guard costly installations already made. You⁵ are undoubtedly aware that several fires have occurred in connection with construction work in this area.⁶

May I urge you to take whatever steps are necessary to correct these conditions.

Very truly yours, (140)

Mr. Ralph Clayton, 73 North James Street, Camden, New Jersey. Dear Mr. Clayton:

Promptly on receipt of⁷ your letter we investigated the conditions you brought to our attention. We are glad to tell you that every effort is made to protect materials subject to damage, but occasionally circumstances⁸ may make it appear otherwise.

The materials you found outside were placed there by the truckmen, who made a late⁹ delivery after our workmen had gone home for the day. These materials were stored inside the house in a¹⁰ safe place the first thing the following morning.

We employ watchmen for all periods when our construction is not¹¹ protected by the presence of our workmen. On the evening of April 3, however, the man assigned to your¹² property was ill, and it took us several hours to obtain a substitute. This relatively short period¹³ is the only time the premises have been unattended.

We regret any anxiety these circumstances¹⁴ may have caused you, and we are glad that you gave us an opportunity to explain the facts.

Cordially yours, (180)

I Wandered Lonely As A Cloud

(April O. G. A. Membership Test)

I WANDERED lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
a host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed and gazed but little thought
What wealth the show to me had brought!

William Wordsworth

• • •

A MAN'S ESSENTIAL WORTH lies not alone in the achievements of his brain and skills but first in the quality of¹ his personal character. There have been men of great skills and character who have become truly great persons, their² names wedded forever to their contributions to mankind. — Reverend O. F. Blackwelder (56)

Graded Letters for Use with The Gregg Manual

A. E. KLEIN

For Use with Chapter Ten

Dear Mr. McFadden:

I do not know whether or not you are aware of the fact that the work on the Paradise¹ Building on Central Avenue has slowed down to a great extent. In my opinion most of the difficulties² we are encountering in the construction work on this building are due to the circumstances prevailing³ in the Purchasing Department. In the first place, this department has been extremely lax of late in the ordering⁴ of materials required. In the second place, I understand that the head of the Purchasing Department⁵ is not cooperating with the heads of the Accounting Department and the Shipping Department.

If we⁶ are to live up to our contract and complete this project in the shortest possible time, something must be done at⁷ once to correct this situation.

I am writing to you because I am confident that you can settle this⁸ disagreeable matter intelligently without antagonizing these department heads. If you eliminate⁹ the antagonisms at the home office and see that the necessary construction materials¹⁰ are transported to us at once, I promise you a magnificent exterior and interior job in¹¹ record-breaking time.

Very truly yours, (227)

Dear Mr. McCabe:

I cannot understand why my instructions were disregarded and why you did not write us¹² whether or not you would be able to get an electrician for the wiring job at the Paramount. I don't¹³ like to be disagreeable about this matter, but I must insist that something be done at once.

Yours truly, (60)

Dear Mr. McCall:

It gives me great pleasure to tell you how much we appreciate the constructive suggestions¹⁴ the Paramount Electrical Company has given us during the past year. Of course, we also appreciate¹⁵ your superior service.

Recently we have encountered an extremely difficult problem in the¹⁶ construction of our toasters, and we are again calling on you for your extraordinarily helpful advice.

A few months ago your engineer, John Mc-Intosh, constructed a rating scale that has been instrumental in saving¹⁷ us a great deal of money. He also introduced several improvements in the manner of construction¹⁸ of our transmitters. It would be of great benefit to us to have his advice in overcoming our present¹⁹ problem.

Please tell us at once whether or not this can be done.

Very truly yours, (154)

For Use with Chapter Eleven

Dear Mr. Smith:

Are your stenographers snowed under con-

tinually with extensive paper work? It is easy¹ to get behind schedule even with the most efficient stenographic force when duplicating work² perpetually piles up. But, when Multigraph methods go to work, costly pressure peaks are eliminated at once.³

Multigraph work is practical and economical. In one mechanical operation, at a great⁴ reduction in physical and manual effort, you can obtain, quickly and inexpensively, as many copies⁵ of business records as you require.

For a full description of Multigraph methods and how they can benefit⁶ your business, read "Practical Measures for Cutting Down Paper Work." You may procure this booklet, which is full of⁷ practical proposals, merely by asking our nearest office for one or writing our Service Bureau direct.⁸ For further information, consult with our representative in your vicinity.

Yours truly, (178)

Gentlemen:

The technical problem of choosing efficient help has frequently been awkwardly complicated¹ by indiscriminate hiring. By patiently and critically watching your process of selection and² insisting that each person hired have a reputation and qualifications that will make him valuable to³ you five years hence, many of your problems might be automatically solved.

With this thought in mind, we have secured⁴ the candidacy of a man whose technical training and practical experience have placed him beyond the⁵ experimental stage. In the capacity of general manager of a plant, superintendent, of⁶ chemical director, his services would be of definite value.

He is college-trained, with an excellent⁷ scholarship record. This gentleman's qualifications in fundamental research, practical chemistry, and⁸ chemical engineering form an imposing list.

He possesses the enthusiasm, originality,⁹ and force to inspire his men, and the ability to assume big responsibilities.

May we hear from¹⁰ you if executive changes are in prospect?

Fraternally yours, (212)

For Use with Chapter Twelve

Dear Mr. English:

After a thorough investigation and review of your application for telephone¹ service, as required in compliance with the rules governing preference rating, we are happy to inform you² that your application qualifies for such preference.

We explained, when the matter was discussed with you before³ that the central office serving New York City is now filled to capacity; and, as a consequence, new⁴ telephone applicants can be accommodated only as disconnections are received or as we succeed⁵ in obtaining additional materials to increase our facilities. Accordingly, even with the⁶ preference given your application,

service cannot be *connected* immediately. *Unfortunately*, both¹ the *manufacture* and the *subsequent* installation of the *specific* type of equipment *involved* take time.²

We are doing everything in our power to *push* the work along; *obviously*, under present conditions³ it is impossible to state *precisely* when your *telephone* can be installed. In all *probability*⁴ we shall be able to do so in about four months.

We *recognize* the inconvenience that this *unavoidable*⁵ delay is causing you and assure you that just as soon as your *application* is reached on the *preferential*⁶ list, service will be started promptly.

Very truly yours, (251)

Dear Sir:

If, like more and more *Americans*, you are taking an Easter vacation this spring, *Southern California*⁷ or *Arizona* offers you *glorious* sunshine and fun aplenty. And, for the last word in *comfort*,⁸ travel on our *luxurious* new *Universal* State. This crack train speeds its *passengers* from *Chicago* to *Los Angeles* in the *unusually* short time of forty-five hours! En route it also serves *El Paso*, *Douglas*,⁹ *Tucson*, *Phoenix*, and *Palm Springs*. There are through sleepers, too, leaving daily from *New York* and *St. Louis*.

Another fine⁵ *Pacific* train, the *Independence* Limited (without extra fare), offers *splendid* service between *Chicago*¹⁰ and *Southern Arizona* and *Los Angeles*.

Ask or write your nearest *Pacific passenger* representative¹¹ for further information regarding the *variety* of services available at this time of⁸ year.

Very truly yours, (164)

Things Called "Personal Qualities"

E. L. SIGGINS

From General Motors "News and Views"

SUCCESS OR FAILURE depends on personal qualities." This is the conclusion drawn from the report made by the¹ Carnegie Foundation after a study of ten thousand men that "85% of one's success is² attributed to the development of the personal qualities. Technical training accounts for only³ 15%."

When I first read this statement some years ago, I was inclined to question it. In the years that have elapsed⁴ since then, however, several additional studies have been made, all of them confirming it. One of these⁵ studies was made by H. C. Hunt, who canvassed some seventy-six corporations, among them the best known in the⁶ country. Mr. Hunt's survey showed that 89.9% of cases resulting in discharge were due to⁷ personal characteristics. This figure compares with 10.1% due to lack of basic skills. The study⁸ also showed that in 76.5% of the cases, personal qualities were the reason⁹ for employees not being promoted. Again this figure compares with 23.5% where the reason¹⁰ for not being promoted was due to lack of specific skills.

The American College of Education¹¹ got together a conference of representatives from fourteen of the largest employers in the¹² United States to consider the common problems that face both schools and industry in personnel development¹³ and to select and agree upon personal qualities most essential for and desired by modern industry.¹⁴ This conference agreed upon ten qualities, with the understanding that they obviously do not include¹⁵ all important characteristics; and that while some of the qualities are inherited, improvement can¹⁶ usually be made through conscientious well-planned efforts. These ten qualities are as follows: character,¹⁷ enjoyment of work, initiative, mental alertness, judgment, getting along with people, health, appearance and¹⁸ manner, ambition and objectives, social and community responsibility.

In emphasizing the¹⁹ importance of personal qualities, no one should for a minute think that knowledge and special skills are not²⁰ necessary and important, for we know they are. In most organizations, capability is the first²¹ requirement. Capability alone, however, is not enough, as the above figures prove from experience.²²

The best definition I have seen of a happy person is "One who is using most of his interests and²³ aptitudes most of the time." If we have the aptitudes and interests that are needed properly to do the²⁴ work assigned to us, then work becomes play, we become absorbed in it, and "time is obliterated." Hence, in our²⁵ employment, it is important that we have both the required aptitude and interest in our duties. In most²⁶ of our clerical and stenographic positions, this involves aptitude for and interest in detail,²⁷ accounting aptitudes, finger dexterity, accuracy and speed; whereas in senior male positions, aptitude²⁸ for contacts, salesmanship, credits and collections, with analytical ability, are highly important,²⁹ and in all organizational positions the personal qualities are obviously necessary,³⁰ too.

One of the saddest things to see is the person whose lifework is drudgery to him while one of the most³¹ pleasant is the person who loves his lifework so much that he radiates enthusiasm and joy while doing³² it and as a result does it well. It is reported that seventy per cent of the employees in industry³³ are not working at jobs that utilize their highest skills, aptitudes, and abilities, which means that these people³⁴ are not deriving the greatest joy or efficiency from their work. While many of those people are obviously³⁵ improving their situation from day to day and finding their right "niche," the percentage is still high. The³⁶ high turnover everywhere, especially since the War, certainly indicates there is room for lots of³⁷ improvement in our analysis of our personal qualities and skills, including interests, aptitudes, and³⁸ abilities, compared with the requirements of positions.

Rarely, if ever, does one come naturally by³⁹ all the personal qualities referred to, but through self-analysis, and frequently by finding out the hard⁴⁰ way through experience, he takes inventory and then sets about developing them. Elbert Hubbard said, "Find⁴¹ your happiness in your work or you will never know what happiness is." (833)

Transcription Speed Practice

Dear Sir:

It has been with growing appreciation that we have noted the increasing volume of your rail business;¹ and we have been very happy to coöperate with you in the growth of your company by giving fast,² prompt movement of this large freight tonnage.

We can readily understand the importance of the large amount of money³ you spend for freight charges, and we have been glad to make a careful examination of your waybills to determine whether you are getting the lowest possible rate. As far as we can see now, with our present understanding⁴ of the freight tariff classifications with relation to your merchandise, we believe that you have been⁵ paying at the minimum rate applicable.

May we suggest that you submit a sample of the merchandise⁶ to the proper government department for an official ruling. We shall be glad to coöperate with you⁷ by having our Mr. Hunter appear with your traffic manager at that time.

Very truly yours, (178)

Gentlemen:

Thank you for your invitation to speak on the subject "Development of Rail Freight Service" at your⁸ April meeting. I do not share

your confidence in my ability to present a true picture of the⁹ marvelous progress made by the railroads in improving their freight service, especially in the past twenty years; but¹⁰ I shall be happy to try.

There is as much difference between the freight service of twenty-five years ago and¹¹ that of today as there is between horse-and-buggy travel and modern stratospheric trips. Special air-conditioned¹² and refrigerated freight cars make possible the movement of any kind of perishable commodity,¹³ and freight trains "highball"¹⁴ up and down the length and breadth of the country on schedules that equal and sometimes surpass¹⁵ those of deluxe passenger trains.

I will do my best to tell your members the exciting story.

Cordially yours, (160)

Winged Words

Anne Shannon Monroe

"A MIDDLE-AGED MAN, on returning to his boyhood's home, was much distressed that he could find no trace of one of his¹ early teachers. "Did you owe him money?" asked an old-timer. "I owe him everything in the world," said the man,² "for he said, 'You can' to a tow-headed youngster, when everyone else said, 'You can't!'" (55)

Key to the WWT (page 499)

Line

- 1 (1) April spelled out.
- 2 (2) Insert *Mister*.
- 3 (3) *Insurance* not *Insurance*; (4) *Company* spelled out.
- 5 (5) *Massachusetts* spelled out.
- 6 (6) Colon not semicolon.
- 7 (7) Space between *in to*; (8) *stationery* not *stationary*; (9) omit comma after *stationery*; (10) *expert's* not *experts*; (11) omit comma after *office*; (12) *your* not *yours*.
- 8 (13) *correspondence* not *correspondents*; (14) *your* not *you're*; (15) *stenographers* not *stanographers*; (16) omit apostrophe after *stenographers*.
- 9 (17) *using* not *useing*; (18) *stationery* not *stationary*; (19) *designed* not *de-segned*; (20) *for* not *from*; (21) two spaces after period; (22) *asked* not *ask*.
- 10 (23) *advice* not *advise*.
- 11 (24) Insert *he* after *that*; (25) comma after *not*; (26) *diagnose* not *diagnos*; (27) *except* not *accept*.
- 12 (28) Insert *by* before *actually*; (29) *actualy* not *actualy*; (30) *analyzing* not *analizing*; (31) *possible* not *posible*; (32) omit comma after *possible*; (33) *through* cannot be hyphenated.
- 13 (34) *negligence* not *negligents*; (35) *one* not *won*; (36) *employees* not *employee*.
- 14 (37) Space between *may not*; (38) *accord-ing* not *accordingly*; (39) space between

- 15 (40) *formula* not *formular*.
- 16 (41) Insert comma after *case*; (42) *your* not *you're*.
- 17 (43) Omit semicolon after *stock*; (44) insert *it* after *replace*; (45) omit *no* after *without*.
- 18 (46) Indent for paragraph; (47) *whether* not *weather*; (48) *our* not *your*; (49) *office* not *offise*; (50) space between *some* and *day*.
- 19 (51) Insert *would* after *I*; (52) *two* not *to*; (53) *new* not *knew*.
- 20 (54) *establishment* not *estalishment*; (55) insert *you* after *want*; (56) *luxurious* not *luxurius*.
- 21 (57) *provided* not *proved*; (58) *visitors* not *visiters*; (59) *and* not *an*; (60) *council* not *counsel*.
- 22 (61) *one* not *on*; (62) omit hyphen in *beautifully furnished*; (63) insert period after *building*.
- 23 (64) *see* not *sea*; (65) *our* not *your*; (66) *offices* not *officers*; (67) omit comma after *offices*.
- 24 (68) Comma instead of semicolon after *day*; (69) *luncheon* not *lunchuon*; (70) *to-gether* not *toge-ther*.
- 25 (71) Omit semicolon after *together*; (72) *discuss* not *discus*; (73) omit hyphen in *letterhead*; (74) *situation* not *situatoin*; (75) *that* not *tha*; (76) period not question mark.
- 26 (77) *Cordially* not *Cordialy*; (78) *yours* not *your*.
- 27 (79) *COMPANY* not *INCORPORATED*.
- 28 (80) *EMF* not *MF*.



ON THE LOOKOUT

A. A. BOWLE

39 The Rix rotary card file is a multi-section rotary card-filing unit built for rapid indexing and recording. Many sizes and models are available, ranging from a 1,200- to a 3,000-card capacity. They are made by Rix Rotary Index Corporation, 2090 Second Avenue, New York 29, New York.

40 The secretary's companions—the telephone dialer and a bookmark paper cutter—are offered by Rose Klipper Kantrow, 303 Fifth Avenue, New York, for the Cole Studios. Both are made of hand-wrought sterling silver. The dialer is $2\frac{3}{4}$ inches long and hangs on the phone. It is priced at \$1. The bookmark paper cutter is priced at \$2.

41 The Reliance Pencil Corporation, Mount Vernon, New York, has provided a smart new package for its Durol type cleaner in the 3-ounce size. The lively yellow and blue and white illustrated box is now available in stationery stores. Durol type cleaner, also available in 8-ounce, pint, and quart sizes, cleans type, rubber parts, and platens of all office machines in one application. It is noninflammable and guaranteed indefinitely against evaporation.

42 The new "Mode-Maker" desks of the General Fireproofing Company, Youngstown, Ohio, have no sharp corners or projections of any kind on any part of the exterior. Standard finish is gray, a full-

bodied color, with a lustrous gloss. No. 1740 T-F-B fixed-bed typewriter desk has special stand on which to place the typewriter and has three full-sized drawers at one side. A recess, in which the fingers fit, is provided for opening the drawers. Sloping, interlocking stationery trays are available in individual units. Full provision is made for card-index files of various sizes.

43 A telephone stand is the newest table offered in the line of Toledo Guild Products, Inc., 515 Madison Avenue, Toledo, Ohio. Declared also to be a general-purpose office stand for many different types of machines. The stand is rugged, built to hold 250 or more pounds weight. The company is also offering for the first time de luxe typewriter tables with a grained-wood top supplemented by $14\frac{1}{4}$ - by $14\frac{1}{2}$ -inch wings. When these wings are raised, they are 2 inches above the wood area.

44 The Justrite 252 type band dater is the newest addition to the line of the Louis Melind Company, 362 West Chicago Avenue, Chicago 10, Illinois. The manufacturers state that the dater combines beauty with rugged efficiency. The die-cast metal housing is chrome plated and hand finished to a bright surface. Bands are adjusted from the inside; and, once locked in place, the date remains secure until the die plate is again opened.

45 E. C. Manufacturing Company, 2518 West Montrose Avenue, Chicago 18, Illinois, is distributing the new Memo-Master, a plastic memo pad that mounts on the wall for jotting down telephone notes. It is available in a variety of colors, and uses a standard adding-machine roll, equivalent to approximately 750 sheets of 3- by 5-inch memo paper.

46 Squires Inkwell Company, 351 Freeport Road, Pittsburgh, Pennsylvania, has introduced a self-closing inkwell in its Perfection line. The inkwell is declared to consist of but three parts and has no corners or crevices to collect dust. The product is designed for offices, classrooms, and so on.